Insights into Learning Disabilities 18(2), 143-157, 2021

Teachers' Perceptions of Cultural and Linguistically Diverse Students with Special Needs in Inclusive Settings

Kim Reddig
Gloria Campbell-Whatley
University of North Carolina at Charlotte, USA

Keonya Booker
College of Charleston, USA

Lisa Merriweather
University of North Carolina at Charlotte, USA

The purpose of the study is to examine special and general education teachers' perceptions of culturally and linguistically diverse students with disabilities in 3 urban high school settings. A focus group and interviews were conducted with 13 teachers using a semi-structured interview format. A qualitative non-experimental research design was used to obtain teachers' perceptions on the academic achievement of CLD students with disabilities in an inclusive setting. Recorded data were transcribed, analyzed, and reduced into thematic categories. To provide trustworthiness of the data, an audit trail was created to allow for all researchers on the project to review each other's findings (Phillippi & Lauderdale, 2017). Member checking, also known as participant or respondent validation, a technique for exploring the credibility of results, was employed. Five themes emerged from the data: (a) social support, (b) collaboration between special education teacher and general education teacher, (c) teachers' lack of knowledge of culturally and linguistic diversity (CLD) strategies, (d) parental involvement, and (e) overrepresentation of African American and Hispanic students with disabilities.

Keywords: **Teacher Perceptions, Culturally and Linguistically Diverse Students, Culturally Responsive Teaching, Students with Disabilities**

Introduction

The number of students with mild disabilities receiving services in the general education setting has significantly increased for more than three decades (Morningstar, Kurth, & Johnson, 2017). In the 2004 reauthorizations of the Individuals with Disabilities Education Act (IDEA), Congress mandated that

Insights into Learning Disabilities is published by Learning Disabilities Worldwide (LDW). For further information about learning disabilities, LDW's many other publications and membership, please visit our website: www.ldworldwide.org.

students with disabilities preferred placement be "an inclusive environment" rather than just "being placed" through mainstreamed processes. Historically, students with disabilities were mainstreamed by physically being placed in a general education classroom and providing them with limited accommodations and separate non-integrated instruction and assignments. Conversely, inclusive environments strive to remove the distinction between special and general education, providing an integrated approach for students, despite their level of disability (Konza, 2016). Odom, Buysse, and Soukakou (2011) implied inclusion should help craft an environment of involvement and connection in systems within schools and communities rather than a physical placement.

In the best scenario, in an inclusive classroom, students with disabilities should benefit from having an entire support team help them adjust to the classroom by supporting general education teachers with individualization. Federal legislation did not give a clear definition of inclusion; consequently, students are placed hastily into general education settings and subsequently are treated as if they still were mainstreamed in many cases. Additionally, studies cite that teachers are underprepared because preservice and inservice training was insufficient, therefore general teachers were not equipped to use appropriate inclusive strategies (Gavish, 2017; Hemmings & Woodcock, 20011; Hoover & deBettencourt, 2018). Moreover, the need for differentiated instructional practices was also suggested as a major adjustment to prepare teachers for culturally and linguistically diverse (CLD) student populations, especially in urban settings (Gavish, 2017; Hemmings & Woodcock, 20011). Inclusion of CLD students with special needs in the general education setting is even more difficult due to language and social differences, poverty, and language constraints (Santos, Darling-Hammond, & Cheuk, 2012). Unfortunately, research on best practices in services in inclusive settings and its effects on cultural and linguistically diverse (CLD) students with disabilities is lacking (Hoover & deBettencourt, 2018). As larger numbers of CLD students enter our schools, the implications of changing demographics have had a major impact on our educational system (Roache, Shore, Gouleta, & Butkevich); as a result, more research is needed. The present research examines general and special education teacher perceptions of CLD students with disabilities in high school settings.

The Need for Successful Inclusive Efforts

Inclusion is defined as the equitable opportunity for students with disabilities to learn alongside their non-disabled peers in general education classrooms (Friend & Cook, 1996). The notion of inclusion is based on the idea that students with disabilities should not be isolated but should be included in a classroom with their typically developing peers (Perles, 2015). The concept is grounded on students with disabilities benefitting, both academically and socially, from being in a general education classroom.

Inclusion is beneficial, but professional training is needed to assure effectiveness. Schools began implementing the inclusion model without adequate professional training, a clear understanding of the concept of inclusion and appropriate approaches and methods; therefore, students did not receive the services they needed (Carter, Prater, Jackson, & Merchant 2009). According to the U.S. Department of Education in 2010, up to 61% of students with disabilities were educated more than 80% of the school day in general education settings without general education teachers knowing appropriate inclusion related strategies (King-Sears, Brawand, Jenkins, & Preston-Smith, 2014). Forlin and Sin (2017), indicated that insufficient teacher education and a lack of appropriate resources often impeded teachers from developing the appropriate beliefs and attitudes necessary for becoming inclusive specialists.

The logistical difficulties of including diverse students into general education classrooms are apparent throughout the country (Cardona, 2009). Successful implementation of inclusionary procedures largely depends on teacher implementation (Cardona, 2009). That is, the content, its presentation and the collaboration between special and general educators are significant. Research on teachers working in inclusive settings have demonstrated that general education teachers have serious reservations about including students with disabilities in their classrooms (Avramidis & Norwich, 2002; Friend & Cook, 1996; Hemmings & Woodcock, 2011; McLeskey & Waldon, 2002; Ring & Travers, 2005). General education teachers vary significantly in their ability or willingness to make adaptations to support students with disabilities in their classrooms (McLeskey, Waldron, & Redd 2014). A study by McLeskey et al., (2014) revealed that while some teachers stressed the importance of curricular and instructional adaptations, others reported ongoing difficulties in making all of the necessary adaptations in order to meet the needs of students with disabilities. Moreover, there seemed to be a growing consensus that there has been little progress toward educating students with disabilities in less restrictive settings (Olson, Leko, & Roberts, 2016). Consequently, there is a need to provide more quality instruction for these students in the general education setting.

Educators are aware that students with disabilities have to overcome substantial challenges not faced by their peers without disabilities. These challenges are even more prominent for students with disabilities from culturally and linguistically diverse (CLD) backgrounds (Macrine, 2010).

Cultural and Linguistically Diverse Students

Gonzalez, Pagan, Wendell, and Love, (2011) define CLD students as a diverse group of learners in terms of their educational background, native language literacy, socioeconomic status, and cultural traditions. Culturally and linguistically diverse students speak a variety of languages and can come from diverse social, cultural, and economic backgrounds. CLD students' needs are

deeper than just language based (Santos et al., 2012). Understanding how cultural differences can affect the teaching/learning process is vital to providing responsive instruction (Chamberlain, 2005; Santos, et al., 2012). Professional development centered on teacher's knowledge of an in-depth understanding of the influence of culture and language on students' academic performance is essential to the success of CLD students with disabilities. Collaboration of educational professionals is required in inclusive settings in order to provide equitable opportunities to CLD students with disabilities (Avramidis & Norwich, 2002; Friend & Cook, 1996; Hemmings & Woodcock, 2011; McLeskey et al., 2014; Ring & Travers 2005; Roache et al., 2013).

There are several studies that investigated teachers' perceptions about their ability to teach CLD students in inclusive settings (Busch, Pederson, Espin, & Weissenburger 2001; Chu, 2013; Chu & Garcia, 2014; Horne & Timmons, 2009; Gavish, 2017; Ko & Boswell, 2013; Roache et al., 2013). Bonner, Warren, and Jiang (2018) conducted a study that explored urban teacher's perceptions of their ability to instruct CLD students as well as their overall ability to effectively implement culturally responsive teaching. The participants included 412 pre-school through twelfth grade teachers. A qualitative design utilizing four open-ended questions was used. Results revealed that teachers are committed to and recognize instruction related to culturally responsive teaching (CRT) but do experience difficulty implementing CRT strategies and methodologies. Teachers also reported some sense of efficacy in teaching diverse students and emphasized the importance of positive outcomes through proactively addressing CLD students' needs.

A related qualitative study conducted by Chu (2013) examined 31 teachers' perceptions of inclusive services for CLD students with disabilities. A qualitative research design in addition to a survey was used. Based on the responses, participants felt low teacher effectiveness was related to beliefs about student performance based on students' demographic characteristics.

An exploratory qualitative study was performed on 31 preservice special education teachers' perceptions about disability and cultural linguistic diversity following field experiences aligned with their coursework (Robertson, McFarland, Sciuchetti, & Garcia 2016). The results indicated that participants reported a growing awareness of themselves, the CLD students they encountered, and the importance to understand the intersectionality between diversity and disability.

Parallel with the two previously mentioned studies, Utley, Delquardi, Obiakor and Mims (2016) conducted a study to investigate perceptions of regular and special educators working with CLD students with and without disabilities throughout the state of Kansas. Participants included 403 special and general teachers. A quantitative research design was used to examine the needs

of general and special educators who educate CLD students with and without disabilities. Approximately, 40% of the general and special education teachers surveyed were not provided course work in using culturally responsive instruction to teach students with and without disabilities in their preservice training programs.

Finally, a study conducted by Chu and Garcia (2014) examined the relationship between in-service special education teachers' culturally responsive teaching self-efficacy and outcome expectancy for serving CLD students with disabilities. The study involved 344 special education teachers. A descriptive, correlational research design, which included an online survey, was utilized for this study. Results indicated statistically that respondents perceived they were not effective in their teacher preparation programs to address diversity.

These studies reflect the reality of preservice and inservice teachers' perception of teacher preparation and training to address inclusion strategies. Robertson et al., (2016) recommend future studies to explore how prior experiences with diversity influence or contribute to the continued growth of teachers. Based on the findings of the studies listed above, teachers feel inadequate when it comes to servicing CLD students with disabilities in their classrooms. Published research literature pertaining to inclusive services with culturally diverse students with disabilities is needed.

The purpose of the current study is to explore how special and general education teachers perceive their roles in supporting the academic achievement of CLD students with disabilities in the inclusion process. Using focus groups and interviews, the researchers explored teachers' perceptions regarding their challenges, obstacles, effective approaches, and other experiences when supporting CLD students with disabilities. The research question for this study is "What are general and special education teachers' perceptions of the inclusion process and its effectiveness on the academic achievement of CLD students with disabilities?"

Methods

Participants and Setting

Participants for this research study included teachers of students with high incidence (mild) disabilities in an urban school setting in North Carolina. The participants (n=13) in this study included 58% general education teachers and 42% special education teachers. African Americans comprised 50%, Whites 42% and Hispanics .08% of participants in the study. All participants were females. Seventeen percent of the participants had 0-5 years of experience, 42% had 11 to 20 years, 33% had 21 to 30 years and .08% had 30 plus years. The participants were invited, via email, to participate in the focus groups. The facilitators emailed high school principals in the Charlotte-Mecklenburg school

system to obtain the email address of the participants from the principals of each school. A flyer was attached to the initial email that was sent to the principal. Those responding to the email stating a willingness to participate were selected.

Research Design

A qualitative non-experimental research design using focus groups was used to obtain teachers' perceptions on the academic achievement of CLD students with disabilities in an inclusive setting. Focus group interviews were conducted using a semi-structured interview format. The semi-structured interview is a qualitative data collection strategy in which the researcher asks informants a series of predetermined but open-ended questions (Given, 2008). The interviewer asked follow-up questions to elicit additional information from participants. Since issues arise naturally during the course of dialogue, a semi-standard interview protocol was useful to help provide a deeper analysis of the data (Creswell & Poth, 2017). The rationale for using interviews was to present meaningful interpretations through teachers' in-depth narratives.

Procedures

Appropriate IRB procedures were followed, and permission was granted to perform the study. The study took place in a large urban school system in the Northeast in the spring. Participants were teachers at three different high schools in the system. The researchers constructed a list of questions for the participants that are listed in Table 1.

Table 1. ***Questions for Teachers***

1. Please define the term "inclusion."
2. Please define the term "cultural and linguistically diverse."
3. Please discuss your perception (understanding) of CLD students with disabilities in inclusive settings.
4. Please discuss any positive experiences you have encountered while instructing CLD students with disabilities in inclusive settings.
5. Please discuss any challenging experiences you have encountered while instructing CLD students with disabilities in inclusive settings.
6. Now think specifically about when you are working with CLD students in inclusive settings:
a. Are there any similarities and differences noted when instructing non-majority (CLD) students with disabilities in contrast to majority (White) students with disabilities in inclusive settings when working?
b. Please elaborate on any additional experiences you had with both populations.

Two members from the team of researchers facilitated the focus group at the high school where seven of the teachers worked. Both facilitators conducted the focus group. Participants were asked to read and sign a written consent form, as well as complete a form with demographic information including age, gender/sex, racial or ethnic identity, title, and specialization (general or special), educational level, and years employed. Seven participants participated in the focus group. Once participants completed the form, facilitators assigned each participant a number which was linked to their demographic information and focus group responses. Individual interviews were conducted with six of the participants face to face with one of the facilitators. They also had to complete the demographic information. All questions and responses were digitally recorded using an audio recorder. Following the focus groups and the interviews, the recordings were transcribed by TranscribeMe.com. The transcriptions were then analyzed by a team member.

Data Analysis

All transcriptions were read over one time for a cursory review of the data. A second, more thorough reading was conducted to reduce the participants' words into meaningful thematic categories (Maxwell, 2013). Data points were connected via blocks of texts that highlighted purposeful areas of inquiry. Any associations between various categories served the goal of encapsulating participants' views, while maintaining the integrity of the raw data files. To provide trustworthiness of the data, an audit trail was created to allow for all researchers on the project to review each others' findings and come to a consensus about the themes (Phillippi & Lauderdale, 2017). Two members of the research team were involved in the audit trail process. Thematic categories were determined, color coded, and listed as well as a time stamp for auditing purposes. The primary themes that emerged from the data were highlighted in various colors to aid in data presentation (Creswell & Poth, 2017). All themes were compared to those in the extant literature on culturally and linguistically diverse populations of students with disabilities. Member checking, also known as participant or respondent validation, a technique for exploring the credibility of results, was employed. Results were returned to participants to check for accuracy and resonance with their experiences and results were found to be correct.

Results

The findings presented in this article represents the data that were collected during the focus group and interviews. Five themes emerged from the data. Themes associated were: (a) social support, individualized attention for the students with disabilities and establishing rapport; (b) collaboration and/or lack of collaboration between special education teacher and general education teacher; (c) general education teachers' lack of knowledge of CLD students

and inclusion, (d) parental involvement, and (e) overrepresentation of African American and Hispanic students with disabilities.

Social Support, Individualized Attention and Establishing Rapport

Social support, individualized attention, and establishing rapport with CLD students with disabilities were discussed repeatedly. The teacher-student relationship is critically important. A child's school experience is highly influenced by the student-teacher relationship. The relationship impacts the child's social, emotional, behavior and academic development (Farmer, McAuliffe Lines, & Hamm, 2011; Murray & Zvoch, 2011; Roorda, Koomen, Spilt, & Oort, 2011). Focus group participants stated CLD students with disabilities needed more assistance in the classroom. They often requested the teacher be in proximity of them while they were working. Participants noted establishing rapport with the students helped them feel more comfortable in the classroom and allowed the students to take risks with their learning.

> You're working with that student while they're in the classroom giving them a little bit more support, not even pulling them away from class, just being able to be beside them and answer questions they may have. I think rapport matters and establishing that rapport I guess would be one way to, I guess address the cultural things that I think take place in the background when they can't focus on just school. They may not have been the strongest student; they may not have even passed the class but there's definitely a relationship that's there.

Studies show African American and Hispanic students have fewer positive relationships with teachers as opposed to White students (Kesner, 2000; Saft & Pianta, 2001). In some studies, it is indicated that students thrive more when taught by teachers who look like them (O'Connor, 2010; Saft & Pianta, 2001; Thijs, Westhof, & Koomen, 2012). Murray, Murray, and Waas (2008) conducted a study on teachers' perceptions of student–teacher relationships. The results indicated teachers' perceptions of student-teacher relationships were more negative if ethnically mismatched.

Collaboration

Collaboration between the special education teacher and the general education teacher was discussed among the participants. Special education participants stated regular education teachers embraced them and treated them with respect in the classroom.

> They don't look at you as an EC (Exceptional Child/Children) teacher. They look at you as one of them, as a regular teacher. And you're doing everything. And they're including you.

The focus group participants and interviewees noted most students

were not aware of which teacher was the special educator and which was the regular educator.

> I would think it's two teachers that are working together with the same end goal in mind, as she said before, you don't know which teacher is the regular ed teacher and which teacher is the special ed teacher.

Lack of Knowledge of Inclusion

Although most teachers considered "team teaching" as an effective co-teaching model, most admitted the model they used consisted of the special education teacher consulting with the general education teacher. Most general education teachers justified this practice by indicating that the special education teacher received more training to assist students with disabilities.

> I feel like there's a lot of young teachers who have not seen true inclusion and do not know how to do it and do not know how to co-teach. And I feel like our administrators – again not necessarily in this building, but in general—also are not familiar with inclusion and what co-teaching should look like. And so, if you're trying to fix it if it's a problem, it's nearly impossible to fix.

Collaboration of educational professionals is required in inclusive settings in order to provide equitable opportunities to CLD students with disabilities (Roache et al., 2013).

Parental Involvement

Participants expressed a serious concern for a consistent need for CLD students to have parental involvement. Parents of CLD students in special education have great barriers to parental involvement compared to students without disabilities (Fishman & Nickerson, 2015). Although there is literature on the value of family involvement of CLD students with disabilities, there continues to be misunderstandings about the reasons CLD families of students with disabilities might not be as involved with their child as with other families (Harry, 2008).

> Our students of color who have disabilities, most of the time their parents are also challenged, and they were not successful it seems like to me. And they feel very uncomfortable with even coming to the school, or being in the school, or advocating for their child. They just don't know that unwritten law is, like, what they're allowed to ask for.

Research indicates that parental involvement has a positive effect on student academic and behavior outcomes (Henderson & Mapp, 2002).

Overrepresentation

Overrepresentation of African American males in special education is not a new problem; however, due to the overwhelming amount of African American males labeled with high-incidence disabilities, there are concerns as to how this educational issue will be addressed in the educational field (Lott-Daley, 2013). Participants from the study expressed concern over the number of African American students with disabilities being overrepresented in inclusion classes.

> African American students, I think it's so multi-faceted. It's not just simple enough to say it's the fault of teachers or the fault of school. But I think society, in general, has not been set up for them to be successful in the same way that White children are successful.

Discussion

The purpose of this study was to obtain perceptions from special and general education teachers about their involvement with culturally and linguistically diverse students with disabilities in the inclusion process (How this work extends what we know). Most of the participants agreed with the philosophy surrounding the benefits of inclusion and felt offering support and establishing rapport with CLD students with disabilities was essential for creating positive relationships with them. Studies by Bonner, et.al., (2018), Busch, et.al., (2001), Gavish (2017), Ko and Boswell (2013), and Horne and Timmons (2009) support these findings. The authors determined that inclusion teachers hold positive attitudes toward inclusion, but general educators were not knowledgeable or did not receive appropriate training to provide suitable services (Gavish, 2017; Hemmings & Woodcock, 20011; Hoover, & deBettencourt, 2018). The results of this study extended the literature in examining the perceptions of special and general education teachers who educate CLD students with disabilities.

The study supports professionals becoming sensitive and knowledgeable about culturally responsive teaching, but also the important characteristics of any group of people, such as gender identity, family structure, parenthood, religious practices, and language (Santos et al., 2012; Utley et al., 2000). Teachers need to develop an understanding of the different ways culture influences the teaching and learning process and helps in the development of higher expectations and better instruction for CLD students (Chamberlin, 2005).

Limitations

There are some limitations that warrant consideration in this study. In the absence of classroom observations or interviews with their students, it is not certain that these practices were truly implemented as expressed by the participants. Conducting observations of instructional time would be a useful addition

to our study to determine the nature of teachers' inclusive teaching practices and demonstrated knowledge of culturally responsive teaching. It would also be beneficial to speak with students to uncover their perceptions of inclusion and their teacher's knowledge of implementing culturally responsive practices. The strategies and techniques teachers employ may not have the impact they believe it does. Talking with students about their experiences in class would help give some indication of the congruence between perspectives.

The findings of this and other research studies (Chamberlain, 2005; Chu & Garcia, 2014; Santos et al., 2012) suggest at least two major implications for CLD students with disabilities in the inclusion process. First, these investigations suggest there is a critical need to incorporate cultural practices into disciplines, as well as accommodate language differences and cultural distinctions, specifically in the core curriculum and standards-based instruction.

A second implication of this research is the importance of ensuring that general and special education teachers have the essential skills to effectively collaborate with each other (Friend & Cook, 1996) as they develop, implement, and maintain inclusive programs. Based on this investigation and others, (Avramidis & Norwich, 2002; Hemmings & Woodcock, 2011; McLeskey et al. 2014) effective collaboration is the foundation of good inclusive programs for CLD students.

Conclusion

Overall, these teachers' perceptions of teaching CLD students with disabilities in the inclusive environment were described by five themes: (a) social support and individualized attention for the students with disabilities, (b) collaboration and/or lack of collaboration between special and general education teachers, (c) general education teachers' lack of knowledge of CLD students and inclusion, (d) parental involvement, and (e) overrepresentation of African American and Hispanic students with disabilities in special education. Although participants revealed their positive perceptions and dedication for working with CLD students with disabilities in inclusive settings, results revealed that teachers could benefit from further training in culturally responsive instruction, collaboration, and using inclusive techniques and strategies. While teachers described ongoing efforts to learn to adapt to new instructional practices, research revealed a need for support and strategies to assist them in providing students more access to the general curriculum as a primary challenge. It is suggested that teacher education programs provide and adapt programming to address culturally responsive instruction as a part of inclusion training for preservice teachers. Additionally, it is suggested that in-service general education teachers receive professional development related to ways increase their knowledge of varied means to provide access to the general education curriculum. Furthermore, principals and

other school personnel, as well as teacher educators, should provide training for varied techniques to provide collaboration among general and special education teachers.

References

Avramidis, E. & Norwich, B. (2002). Teachers' attitudes towards integration / inclusion: a review of the literature. *European Journal of Special Needs Education, 17*(2), 129–147, https://doi: 10.1080/08856250210129056

Bonner, P., Warren, S., & Jiang, Y. (2018). Voices from urban classrooms: Teachers' perceptions on instructing diverse students and using culturally responsive teaching. *Education and Urban Society, 50*(8), 697–726. https://doi.org/10.1177/0013124517713820

Busch, T., Pederson, K., Espin, C.A., & Weissenburger, J.W. (2001). Teaching students with learning disabilities: Perceptions of a first-year teacher. *The Journal of Special Education, 35*(2), 92–99.

Cardona, C. M. (2009). Teacher education students' beliefs of inclusion and perceived competence to teach students with disabilities in Spain. *Journal of the International Association of Special Education, 10*(1), 33–41.

Carter, N., Prater, M. A., Jackson, A., & Marchant, M. (2009). Educators' perceptions of collaborative planning processes for students with disabilities. *Preventing School Failure: Alternative Education for Children and Youth, 54*(1), 60–70.

Chamberlain, S. (2005). Recognizing and responding to cultural differences in the education of culturally and linguistically diverse learners. *Intervention in School and Clinic, 40*(4), 195–211. https://doi:10.1177/10534512050400040101

Chu, S. (2013). Teacher efficacy beliefs toward serving culturally and linguistically diverse students in special education: Implications of a pilot study. *Education and Urban Society, 45*(3), 385–410. https://doi:10.1177/0013124511409401

Chu, S. (2011). Perspectives in understanding the schooling and achievement of students from culturally and linguistically diverse backgrounds. *Journal of Instructional Psychology, 38*(3), 201–209.

Chu, S., & Garcia, S. (2014). Culturally responsive teaching efficacy beliefs of in-service special education teachers. *Remedial and Special Education, 35*(4), 218–232. https://doi:10.1177/0741932513520511

Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.

Farmer, T. W., Lines, M. M., & Hamm, J. V. (2011). Revealing the invisible hand: The role of teachers in children's peer experiences. *Journal of Applied Developmental Psychology, 32*(5), 247–256.

Fishman, C. E., & Nickerson, A. B. (2015). Motivations for involvement: A preliminary investigation of parents of students with disabilities. *Journal of Child and Family Studies, 24*(2), 523–535.

Forlin, C. (1998). Teachers' perceptions of the stress associated with inclusive education and their methods of coping. Retrieved September 27, 2021 from https://files.eric.ed.gov/fulltext/ED425582.pdf

Forlin, C., & Sin, K. (2017). *In-service teacher training for inclusion.* Retrieved September 27, 2021 from https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-161

Gavish, B. (2017). Four profiles of inclusive supportive teachers: Perceptions of their status and role in implementing inclusion of students with special needs in general classrooms. *Teaching and Teacher Education, 61*(1), 37–46. http://dx.doi.org/10.1016/j.tate.2016.10.004

Given, L. M. (2008). *The SAGE encyclopedia of qualitative research methods (Vols. 1-0)*. SAGE. https://doi: 10.4135/9781412963909

Gonzalez, R. J., Pagan, M., Wendell, L., & Love, C. (2011). *Supporting ell/culturally and linguistically diverse students for academic achievement*. Retrieved September 27, 2021 from http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/sites/brown.edu.academics.education-alliance.teaching-diverse-learners/files/uploads/

Harry, B. (2008). Collaboration with culturally and linguistically diverse families: Ideal versus reality. *Exceptional Children, 74*(3), 372–388. https://doi.org/10.1177/001440290807400306

Henderson, A., & Mapp, K. (2002). *The impact of school, family, and community connections on student achievement.* National Center for Family and Community Connections with School.

Hemmings, B. & Woodcock, S. (2011). Preservice teachers' views of inclusive education: A content analysis. *Australasian Journal of Special Education, 35*(2), 103–116.

Horne, P. & Timmons, V. (2009). Making it work: teachers' perspectives on inclusion. *International Journal of Inclusive Education, 13*(3), 273–286. https://doi:10.1080/13603110701433964

Hoover, J., & Debettencourt, L. (2018). Educating culturally and linguistically diverse exceptional learners: The need for continued advocacy. *Exceptionality, 26*(3), 176–189. https://doi.org/10.1080/09362835.2017.1299530

Kesner, J. E. (2000). Teacher characteristics and the quality of child–teacher relationships. *Journal of School Psychology, 38*(2), 133–149.

King-Sears, M. E., Brawand, A. E., Jenkins, M. C., & Preston-Smith, S. (2014). Co-teaching perspectives from secondary science co-teachers and their students with disabilities. *Journal of Science Teacher Education, 25*(6), 651–680.

Konza, D. (2016). Inclusion of students with disabilities in new times: Responding to the challenge. In P. Kell, W. Vialle, D. Konza, & G. Vogl, G (Eds), *Learning and the learner: exploring learning for new times*, (39–64). University of Wollongong.

Ko, B. & Boswell, B. (2013). Pedagogy: Teachers' perceptions, teaching practices, and learning opportunities for inclusion. *The Physical Educator, 70*(3), 223–242.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.

Lott-Daley, M. (2013). *The disproportionality of African Americans in special education*. Retrieved September 27, 2021 from https://fisherpub.sjfc.edu/education_ETD_masters/256

Macrine, S. L., (2010). Barriers to inclusion of culturally and linguistically diverse students. *Peace Studies Journal, 3*(1), 76–90.

Maxwell, J.A. (2013). *Qualitative research design: An interactive design*. Sage Publishers.

McLeskey, J., Waldron, N. L., & Redd, L. (2014). A case study of a highly effective, inclusive elementary school. Journal of Special Education, 48(1) 59–70.

Morningstar, M. E., Kurth, J. A., & Johnson, P. E. (2017). Examining national trends in educational placements for students with significant disabilities. *Remedial and Special Education, 38*(1), 3–12. https://doi.org/10.1177/0741932516678327

Murray, C., Murray, K. M., & Waas, G. A. (2008). Child and teacher reports of teacher-student relationships: Concordance of perspectives and associations with school adjustment inurban kindergarten classrooms. *Journal of Applied Developmental Psychology, 29*(1), 49–61. https://doi.org/10.1016/j.appdev.2007.10.006

Murray, C., & Zvoch, K. (2011). Teacher—Student relationships among behaviorally at-risk african american youth from low-income backgrounds: student perceptions, teacher perceptions, and socioemotional adjustment correlates. *Journal of Emotional and Behav-*

ioral Disorders, 19(1), 41–54. https://doi.org/10.1177/1063426609353607

O'Connor, J. (2010). The cultural and creative industries: A literature review. Creativity, Culture and Education.

Odom, S., Buysse, V., & Soukakou, E. (2011). Inclusion for young children with disabilities: A quarter century of research perspectives. *Journal of Early Intervention, 33*(4), 344–356. doi:10.1177/1053815111430094

Olson, A., Leko, M., & Roberts, C. (2016). Providing students with severe disabilities access to the general education curriculum. *Research and Practice for Persons with Severe Disabilities, 41*(3), 143–157. https://doi.org/10.1177/1540796916651975

Onwuegbuzie, A. J., Dickinson, W. B., Leech, N. L., & Zoran, A. G. (2009). A qualitative framework for collecting and analyzing data in focus group research. *International Journal of Qualitative Methods, 8*(3), 1–21.

Ortiz, A. A., & Yates, J. R. (2008). Enhancing scientifically-based research for culturally and linguistically diverse learners. *Multiple Voices for Ethnically Diverse Exceptional Learners, 11*(1), 13–23.

Perles, K. (2015). *Mainstreaming vs. inclusion in special education: What's the difference?* Retrieved September 26, 2021 from http://weac.org/articles/specialedinc/

Phillippi, J. & Lauderdale, J. (2018). A guide to field notes for qualitative research: Context and conversation. *Qualitative Health Research, 28*(3), 381–388. https://doi: 10.1177/1049732317697102.

Riehl, C. J. (2000). The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration. *Review of Educational Research, 70*(1), 55–81.

Ring, E., & Travers, J. (2005). Barriers to inclusion: A case study of a pupil with severe learning difficulties in Ireland. *European Journal of Special Needs Education, 20*(1), 41–56. https://doi:10.1080/0885625042000319070

Roache, M., Shore, J., Gouleta, E., & Butkevich, E. O. (2003). An investigation of collaboration among school professionals in serving culturally and linguistically diverse students with exceptionalities. *Bilingual Research Journal, 27*(1), 117–136.

Robertson, P., Mcfarland, L., Sciuchetti, M., & García, S. (2017). Connecting the dots: An exploration of how pre-service special education teachers make sense of disability and diversity. *Teaching and Teacher Education, 65*(5), 34–47. https://doi.org/10.1016/j.tate.2017.02.020

Roorda, D. L., Koomen, H. M., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher–student relationships on students' school engagement and achievement: A meta-analytic approach. *Review of Educational Research, 81*(4), 493–529.

Saft, E. W., & Pianta, R. C. (2001). Teachers' perceptions of their relationships with students: Effects of child age, gender, and ethnicity of teachers and children. *School Psychology Quarterly, 16*(2), 125–141.

Santos, M., Darling-Hammond, L. & Cheuk, T. (2012). *Teacher development to support English Language learners in the context of common core state standards*. Retrieved September 26, 2021 from https://ell.stanford.edu/sites/default/files/pdf/academic-papers/10-Santos%20LDH%20Teacher%20Development%20FINAL.pdf

Thijs, J., Westhof, S., & Koomen, H. (2012). Ethnic incongruence and the student–teacher relationship: The perspective of ethnic majority teachers. *Journal of School Psychology, 50*(2), 257–273.

US Department of Education (2010). *The condition of education*. IES National Center for Educational Statistics.

Utley, C. A., Delquadri, J. C., Obiakor, F. E., & Mims, V. A. (2016). General and special educa-

tors' perceptions of teaching strategies for multicultural students. *Teacher Education and Special Education, 23*(1), 34–50.

Vaughn, S., Moody, S. W., & Schumm, J. S. (1998). Broken promises: Reading instruction in the resource room. *Exceptional Children, 64*(2), 211–255. https://doi: 10.1177/001440298806400205

Zhang, Y., & Wildemuth, B.M. (2009) Qualitative analysis of content. In B. Wildemuth (Ed.), *Applications of social research methods to questions in information and library science* (pp. 308–319). Libraries Unlimited.

Authors' Note

Correspondence concerning this article should be addressed to Dr. Gloria Campbell-Whatley, University of North Carolina at Charlotte, Department of Special Education and Child Development, 9201 University Boulevard, Charlotte, NC 28223, USA, Email: gcampbe1@uncc.edu.