

ABSTRACT

SPECIAL EDUCATION STUDENTS' PERSPECTIVES ON SPECIAL EDUCATION PLACEMENT AND PROGRAMS

There is a need for active student participation in special education programs in order to ensure that the special education programs meet the needs of the students. The current study discusses the research on perspectives of students in special education and how those perspectives can influence program development and characteristics. Research on inclusion versus pull-out is examined, as well as student perceptions, student perception accuracy, and student involvement in their special education programs. The current study interviewed high school special education students in one Central Valley school. The structured interview addressed student attitudes in regards to four areas: their special education program involvement, feelings about their classes, accommodations, and their views of their teachers. Comparison of opinions and feelings between students served through an inclusion model or a pull-out model indicated relatively few differences in perceptions and opinions regarding their involvement in their special education programs, their feelings about their classes, their views on accommodations, and their attitudes towards their teachers. Implications for student participation in program development are discussed.

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