

Teacher perceptions of implementation practices to support secondary students in special education

**Wendy Cavendish, Chelsea T. Morris, Lindsey A. Chapman,
Lydia Ocasio-Stoutenburg, and Kristin Kibler**

Abstract

Special education teachers' practice is influenced by an understanding of special education policy and knowledge of implementation practice. This study examined the perceptions of nine special education teachers related to their interpretation of assessment, progress monitoring, and transition mandates in a large urban district. Qualitative methods included a constant comparative approach to coding of teachers' open-ended interview data. The themes that emerged in this study highlight ways in which teachers' determine student needs, provide student supports and services, and how they navigate the implementation of supports through collaboration and partnerships. Understanding teachers' perceptions and navigation of policy requirements to meet students' diverse needs provides insight to contextualize implementation decisions and provide examples for practice. Implications of these findings for practice are addressed.

Keywords: Special education; teacher perception; teacher voice

Full text:

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