

ABSTRACT OF THE DISSERTATION

EXPECTATIONS TOWARD SPECIAL NEED STUDENTS

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The purpose of this qualitative study was to identify the problem, gain new insights, and discover solutions that could assist teachers in understanding the impact of their expectations and beliefs that they hold for special need students, in particular those who are in self-contained 15:1 classes. The case study was conducted in a rural school district in New York through the utilization of 43 participants—teachers: survey (30), interviews (6), and observations (7) that yielded 8 themes. These themes seem not only to have a close correlation with the current literature, but they also seem to give possible answers to the 3 research questions and the phenomenon that drove this study.