

# FACTORS AFFECTING THE ADOPTION OF CO-TEACHING MODELS IN INCLUSIVE CLASSROOMS: ONE SCHOOL'S JOURNEY FROM MAINSTREAMING TO INCLUSION

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*We conducted qualitative research in a suburban middle school in Western Pennsylvania and examined the factors affecting the implementation and adoption of co-teaching models between regular and special education faculty. Purposeful sampling was used to identify 15 regular education teachers and 5 special education teachers as participants in the present study because the implementation of co-teaching had a significant impact on their daily practice as classroom teachers and resulted in substantial changes within their work environments. Teachers were interviewed and observed during a one-year period. Results suggest interpersonal relationship among co-teachers, clearly defined roles and responsibilities, and administrative support and validation are factors that may affect the successful development of co-teaching relationships.*