

Teacher attitudes toward the inclusion of special educational needs (SEN) students in Switzerland

Valérie Benoit

Lausanne University of Teacher Education

Special Needs Education Unit

Switzerland

ECER – Porto 2014

Content

1. Definitions
 - Inclusion
 - Attitudes
2. Literature review
3. General Methodology
4. Stage 1 (QUAN)
 - Method / Results
5. Stage 2 (qual)
 - Method / Results
6. Discussion

Definition of inclusion

“Common teaching for students with a disability and typically developing students in general education classrooms, while giving them the support they need (academic and therapeutic) to face their educational special needs without appealing to segregated schooling”

(Bless, 2004, p. 14, author free translation)

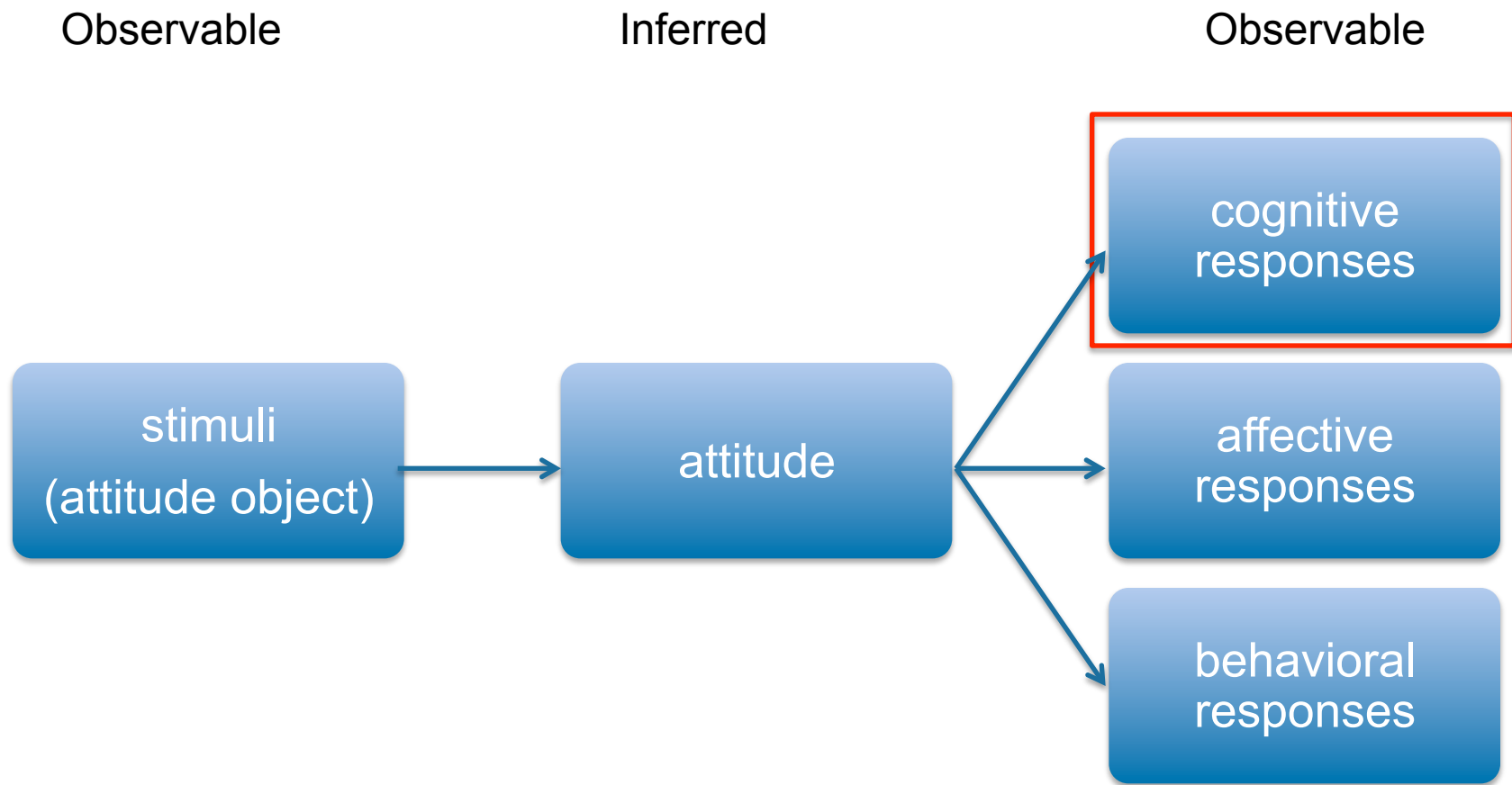
- neighborhood school
- daily basis
- class of similar school age peers

Attitude

“Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.

[...] psychological tendency refers to a state that is internal to the person, and evaluating refers to all classes of evaluative responding, whether overt or covert, cognitive, affective, or behavioral.”

(Eagly & Chaiken, 1993, p. 1)



(adapted from Eagly & Chaiken, 1993, p.3)

3. Literature review

→ **positive attitudes toward the general philosophy of inclusion**

(Horne & Timmons, 2009; Avramidis & Kalyva, 2007; Avramidis & Norwich, 2002)

→ **basic right** (Avramidis & Kalyva, 2007)

→ **in practice: mitigated attitudes**

(Bless, 2007; Scruggs & Mastropieri, 1996)

Teacher characteristics:

- Self-efficacy beliefs

(Ross, 2002; Wilkins & Nietfeld, 2004)

- Experience of inclusion

(Avramidis & Kalyva, 2007, Batsiou et al. 2008)

- Training

(Avramidis & Kaliva, 2007; Lifshitz et al., 2004)

- Disability contact

(Horne & Timmons, 2009; Parasuram, 2006)



SEN Student: Nature & severity of the disability

(Avramidis & Kalyva, 2007;
Avramidis & Norwich, 2002; Cook
et al., 2005)

School context:

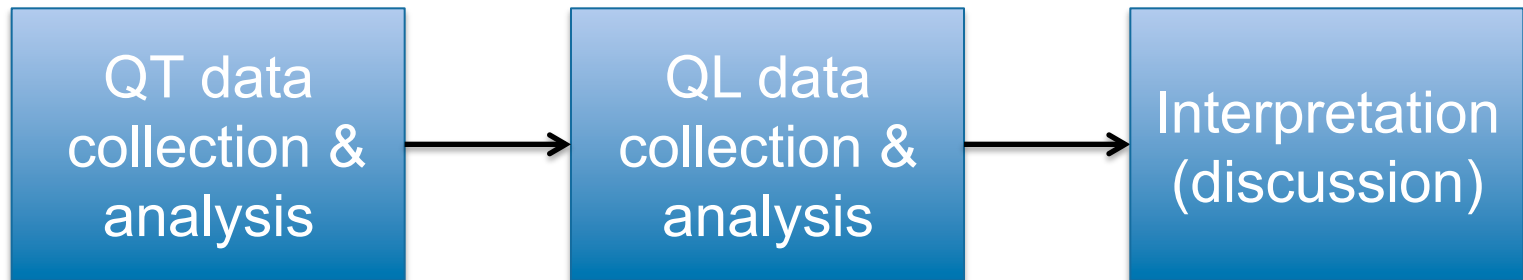
Support

(Avramidis & Norwich, 2002;
Hammond, 2003; Horne &
Tiommons, 2009; Santoli et al,
2008 ; Villa, Thousand, Nevin, &
Liston, 2005)

5. General methodology

- Explanatory sequential design (MMR)

QUAN → qual



(adapted from Creswell & Plano Clark, 2011)

6. QUAN: Research Question & main hypotheses

QR *Which factors impact teacher attitudes toward the inclusion of SEN students in primary regular classrooms?*

H₁ Teacher attitudes vary according to the nature of the disability

H₂ Teacher attitudes are influenced by teachers' characteristics

(self-efficacy beliefs, experience of inclusion, in-service training on disability and/or on inclusive education, contact with a person with a disability out of the professional context, gender, years of teaching experience, grade)

6. QUAN: Method

Instrument

- ORI – *Opinions relative to the Integration of Students with Disabilities* (Antonak & Larrivee, 1995)
- ATIES – *Attitudes Towards Inclusive Education Scale* (Wilczenski, 1995)

Procedure (May/June 2009)

- 600 questionnaires sent to regular primary teachers (3-8H) in 3 Swiss provinces (FR, VS, ZH)
- Return rate of 56.1%
- Two subsets of respondents:
 - ∧ French-speaking (N = 169)
 - ∧ German-speaking (N = 167)

Sample

	French-speaking (N = 169)	German-speaking (N = 167)
Gender (f)	72.2%	83.2%
BA in regular teaching	97.0%	98.8%
Years of teaching	M = 20.6 (SD = 11.5)	M = 16.7 (SD = 10.4)
Experience of inclusion	76.3%	79.6%
In-service training	16.0%	32.3%
Self-efficacy beliefs	M = 2.44 (SD = .97)	M = 2.87 (SD = .94)
Disability contact	81.1%	73.7%

6. QUAN : Results (H_1)

- Teacher attitudes toward inclusion vary according to the nature of the disability (repeated measures ANOVA)

Sample	Behavioral disorders		Sensorial and physical impairments		Learning disabilities		Social and communication difficulties		$F(1,3)$	p	η_p^2
	M	SD	M	SD	M	SD	M	SD			
French-speaking (N = 169)	2.89	1.18	3.16	1.41	4.03	1.23	4.82	1.06	136.552	.000	.448
German-speaking (N = 167)	3.06	1.05	3.31	1.15	3.68	1.26	4.44	.97	91.723	.000	.362

F : Social / academic > physical / behavioral

G : Social > academic > physical > behavioral

6. Results (H₂)

Selection of predictors: correlation matrix (point-biserial & Kendall's tau)

	1.	2.	3.	4.	5.	6.	7.	8.
1. Attitudes	-	.43***	.27***	.20**	ns	ns	ns	ns
2. Self-efficacy	.28***	-	.18**	.16*	ns	ns	ns	ns
3. Exp. inclusion	ns	ns	-	ns	ns	ns	ns	ns
4. Disability contact	.14*	ns	ns	-	.17*	ns	ns	ns
5. In-service training	ns	.30***	ns	ns	-	ns	ns	ns
6. Years of teaching	-.15**	ns	ns	-.16	ns	-	ns	ns
7. Gender	ns	ns	ns	ns	ns	-.22*	-	ns
8. Grade	ns	ns	ns	ns	ns	-.23***	ns	-

ns: non-significant at $p < .05$; * $p < .05$; ** $p < .01$; *** $p < .001$

Blue : German-speaking sample

6. Results (H₂)

French-speaking sample: Predictors of attitudes (ORI)
(MLR with backward deletion)

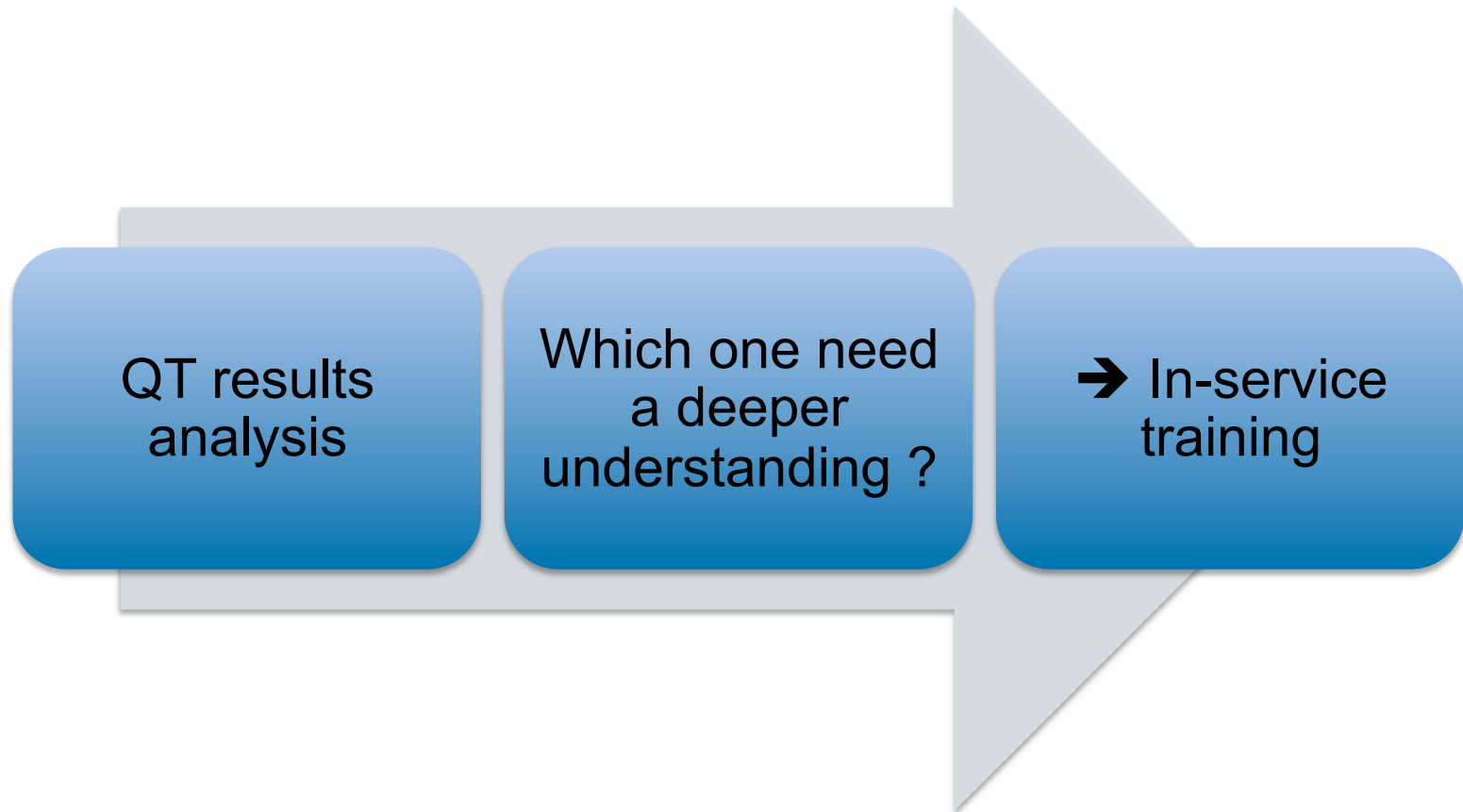
	B	SE B	β	R ²
Step 1				.32
Self efficacy beliefs	0.34	0.05	.44***	
Experience of inclusion	0.32	0.12	.19**	
Disability contact	0.29	0.13	.15*	
Years of teaching	-0.01	0.00	-.10	
In-service training	-0.11	0.14	-.05	
Step 3				.31
Self efficacy beliefs	0.35	0.05	.46***	
Experience of inclusion	0.32	0.12	.18**	
Disability contact	0.26	0.13	.14*	

6. Results (H₂)

German-speaking sample: Predictors of attitudes
(MLR with backward deletion)

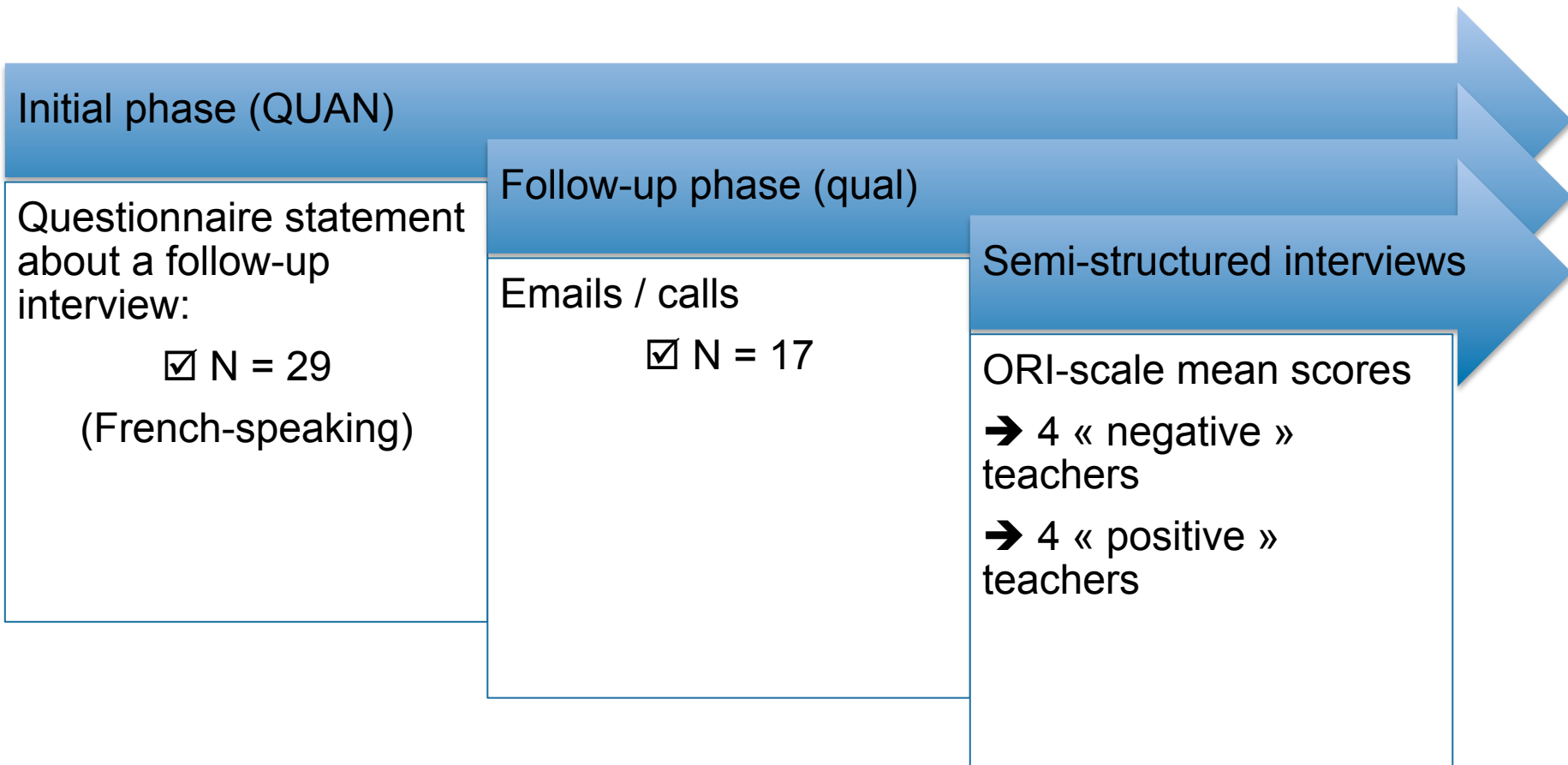
	B	SE B	β	R ²
Step 1				.18
Self efficacy beliefs	0.27	0.06	.33***	
Experience of inclusion	0.16	0.14	.08	
Disability contact	0.13	0.13	.07	
Years of teaching	-0.02	0.01	-.20**	
In-service training	0.04	0.13	.03	
Step 4				.17
Self efficacy beliefs	0.29	0.06	.35***	
Years of teaching	-0.02	0.01	-.21**	

7. qual: specific goals



7. qual: Method

Sampling procedure



7. qual: Method (sample)

« negative »

« positive »

	Gender	Province	ORI mean score	Years of teaching	Exp. inclusion	In-service training	Disability contact	Self-efficacy beliefs
ENS 5	F	VS	2.56	30	0	No	None	Not at all
ENS 16	H	VS	2.71	31	0/1	No	1/month	A little
ENS 15	H	FR	3.20	6	0/1	No	<1/month	A little
ENS 17	F	VS	3.44	37	0/1	No	1/week	Not at all
ENS 9	F	VS	4.64	12	1	No	1/week	A little
ENS 2	F	FR	4.72	10	6	Disability	<1/month	Quite
ENS 3	F	VS	5.24	20	1	No	daily	Quite
ENS 6	M	FR	5.32	32	4	No	<1/month	Quite

7. qual: Results (in-service training)

Formal

University courses

Not attended (no time, no place available, too general)

Attended (ENS_2): too theoretical

No real difference between “positive” and “negative” teachers

Intention of taking courses

→ mainly in very specific situations,

“but not to become an inclusive education specialist” (ENS_6)

Informal

Learning by
doing, discussion
with colleagues

By doing

→ role of past experiences and of collaboration with the special teacher

Exchanges with colleagues (regular or special teacher):

→ “more concrete, more practical”,

→ closer to what teachers really need

Non-formal

Lectures,
conferences

Lectures/conferences aren't compulsory

→ only teachers already committed to inclusion attend lectures

→ no real “influence” on attitudes

8. Discussion

■ Limitation

- ^ No interview with the German-speaking teachers

■ Conclusions

- ^ Initial & in-service training : boosts self-efficacy beliefs
(Baker, 2005; Gaudreau et al., 2012a; Knoblauch & Woolfolk Hoy, 2008)
- ^ More training in dealing with students with behavioural disorders (Gaudreau et al., 2011; Hamre & Pianta, 2005; Royer, 2010)
- ^ More practical training (initial and in-service training)
- ^ Long-term professional development ? (Avramidis & Kalyva, 2007; Gaudreau et al., 2012b)

Thank you for your attention!

valerie.benoit@hepl.ch

Literature (1)

- Antonak, R. F., Larrivee, B. (1995). Psychometric Analysis and Revision of the Opinions Relative to Mainstreaming Scale. *Exceptional Children*, 62, 139-149;
- Antonak, R. F. & Livneh (1988). *The measurement of attitudes toward people with disabilities: Methods, psychometrics, and scales*. Springfield : C. C. Thomas;
- Avramidis, E., Bayliss, P., Burden, R. (2000). A survey into mainstream teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school in one local education authority. *Educational Psychology*, 20, 191-211;
- Avramidis, E., Kalyva, E. (2007). The influence of teaching experience and professional development on Greek teachers' attitudes towards inclusion. *European Journal of Special Needs Education*, 22, 367-389.
- Avramidis, E., Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: A review of the literature. *European Journal of Special Needs Education*, 17, 129-147;
- Batsiou, S.; Bebetos, E.; Panteli, P.; Antoniou, P. (2008). Attitudes and intention of Greek and Cypriot primary education teachers towards teaching pupils with special educational needs in mainstream schools. *International Journal of Inclusive Education*, 12, 201-219;
- Bélanger, S. (2004) *Attitudes des différents acteurs scolaires à l'égard de l'inclusion scolaire*, dans N. Rousseau et S. Bélanger (dir.), *La pédagogie de l'inclusion scolaire*, Sainte-Foy, Presses de l'Université du Québec, Collection Éducation/Intervention, p. 38-55.
- Bless, G. (2007). *Zur Wirksamkeit der Integration*. Bern, Stuttgart, Wien: Haupt Verlag.
- Bless, G. (2004). Intégration scolaire : aspects critiques de sa réalisation dans le système scolaire suisse. In M. De Carlo Bonvin (Éd.), *Au seuil d'une école pour tous* (pp.13-26). Lucerne: Edition SZH/CSPS.

Literature (2)

- Baker, P.H. (2005). Managing student behaviour: How ready are the teachers to meet the challenge? *American Secondary Education*, 33(3), 51-64.
- Cèbe, S. et Goigoux, R. (1999). L'influence des pratiques d'enseignement sur les apprentissages des élèves en difficulté. *Cahiers Alfred Binet*, 661, 4, 49-68;
- Cook, B. G., Tankersley, M., Cook, L., Landrum, T. J. (2000). Teachers' attitudes toward their included students with disabilities. *Exceptional Children*, 67, 115-135;
- Crewell. Plano Clark (2007)
- European Agency for Development in Special Needs Education (EADSNE). (2003). *Special education across Europe in 2003: Trends in provision in 18 European countries*. Middelfart, Denmark: Author.
- European Agency for Development in Special Needs Education (EADSNE). (2010). *Special needs education: Country data 2010*. Odense, Denmark: Author.
- **Gaudreau, N., Royer, É., Beaumont, C., & Frenette, É. (2012a).** Le sentiment d'efficacité personnelle des enseignants et leurs pratiques de gestion des comportements en classe. *Canadian Journal of Education/Revue canadienne de l'éducation*, 35(1), 82-101.
- **Gaudreau, N., Royer, É., Beaumont, C., & Frenette, É. (2012b).** Gestion positive des situations de classe : un modèle de formation en cours d'emploi pour aider les enseignants du primaire à prévenir les comportements difficiles des élèves. *Enfance en difficulté*, 1, 85-115.
- ROYER, É. (2010). L'amélioration de la formation des enseignants est déterminante. *Le Monde*, 3 avril.

Literature (2)

- Hammond, H. (2003). Teachers' attitudes toward inclusion: survey results from elementary school teachers in three southwestern rural school districts. *Rural Special Education Quarterly*, 22, 24-27;
- Hamre, B. K. & Pianta, R. C. (2005). Can instructional and emotional support in the first-grade classroom make a difference for children at risk of school failure? *Child Development*, 76(5), 949-967.
- Horne, P. E., Timmons, V. (2009). Making it work : teachers' perspectives on inclusion. *International Journal of Inclusive Education*, 13, 273–286;
- Ndayisaba, J., De Grandmont, N. (1999). *Les enfants différents. Les comprendre pour mieux les aider*. Québec : Logiques;
- Parsuram, K. (2006). Variables that affect teachers' attitudes towards disability and inclusive education in Mumbai, India. *Disability and Society*, 21, 231-242;
- Santoli, S. P., Sachs, J., Romey, E. A. (2008). A Successful Formula for Middle School Inclusion : Collaboration, Time, and Administrative Support. *Research in Middle Level Education Online*, 32, 1-13;
- Shapiro, A. (1999). *Everybody Belongs*. New York : Routledge Falmer;
- Wilczenski, F. L. (1995). Development of a scale to measure attitudes toward inclusive education. *Educational and Psychological Measurement*, 55, 291-299;
- Wilkins, T., Nietfeld, J. L. (2004). The effect of a school-wide inclusion training program upon teachers' attitudes about inclusion. *Journal of Research in Special Educational Needs*, 4, 115-121.