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# Construction and validation of a French scale to measure attitudes toward inclusive education

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## Introduction

- In the field of research of inclusive education, the area of particular interest has been the study of **teachers' attitudes toward inclusive education**. [1]
- Importance of **considering all professionals involved in inclusive education**, including **social and medical workers**. [2]



**Aim** : Validate a tool that caters multiple categories of professionals engaged in inclusive education: the **Cognitive Attitudes Toward Inclusive Education Scale (CATIES)**

## Study 1. Exploratory factor analyses

### Method

**104 teachers & 73 paraprofessionals**  
(*Mage* = 36.2, *Mexperience* = 11)

#### CATIES development process

- Items developed with the help of **9 pre-existing scales** (Ewing et al., 2018).
- 19 items** (9 reversed items, 5-point **Likert scale** from **strongly disagree** to **strongly agree**).

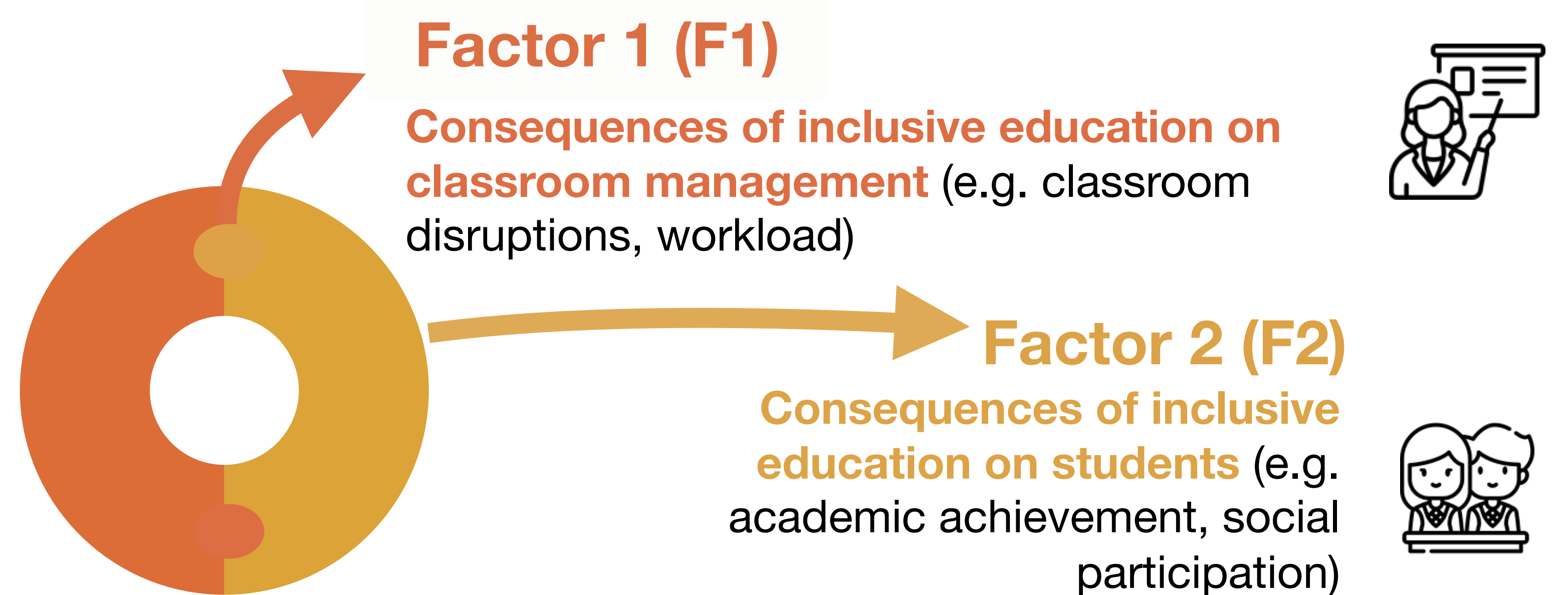


### Results

#### EFA - 19 items

A first exploratory factorial analysis led to the removal of 3 items (semantic and statistical inconsistency of items)

#### Second EFA - 16 items ( $\omega = .91$ )



## Study 2. Confirmatory factor analysis

### Method

**158 teachers & 70 paraprofessionals**  
(*Mage* = 42.8, *Mexperience* = 16.5)



- CATIES** - 16 items
- Teacher's Efficacy Scale (TES)** (Dussault et al., 2001) - 15 items

### Results

- Internal consistency**  
 $\omega = .92$  (correlations ranging from  $r = .40, p < .001$  to  $r = .73, p < .001$ )
- Convergent validity (N = 158)**  
Mean scores of CATIES and TES ( $r = .43, p < .001$ )  
F1 and TES ( $r = .40, p < .001$ )  
F2 and TES ( $r = .44, p < .001$ )

### Fit indices

				RMSEA 90% CI	
CFI	TLI	SRMR	RMSEA	Lower	Upper
.92	.90	.05	<.08	.07	.09

Note.  $N = 228$

## Secondary results : professionals attitudes

- Neutral and slightly positive** ( $M_{paraprofessionals} = 3.44, SD = .63$ ;  $M_{teachers} = 3.30, SD = .76$ )
- More favorable attitudes towards F2 than F1**,  $t(227) = -13.2, p < .001$
- F1 : **paraprofessionals attitudes > teachers attitudes**,  $t(226) = 3.21, p = .002$

## Conclusion

CATIES has been developed and validated to meet the evolving requirements of research on inclusive education, **by being adapted to teachers and professionals from various medico-social sectors**.

**Significant grouping of items**: CATIES' dimensions align with other multi-dimensional scales, such as the IIQ [3], or the ORI [4].

In teaching and classroom management, **paraprofessionals exhibited more positive attitudes towards inclusive education compared to teachers**.

Future research on this topic should focus on the impact of these attitudes on the **effective implementation of inclusive education**.

## Acknowledgements

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## References

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