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

Legrain, C.,^{1*} Brasselet, C.¹, Khamzina, K.¹, Jury, M.², & Desombre C.¹.

¹Université de Lille, ULR 4072 - PSITEC - Psychologie, Temps, Interactions, Temps, Cognition, Lille, France, ²Université Clermont-Auvergne - ACTé - Activité, Connaissance, Transmission, éducation, Clermont-Ferrand, France

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
(*Age* = 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**).

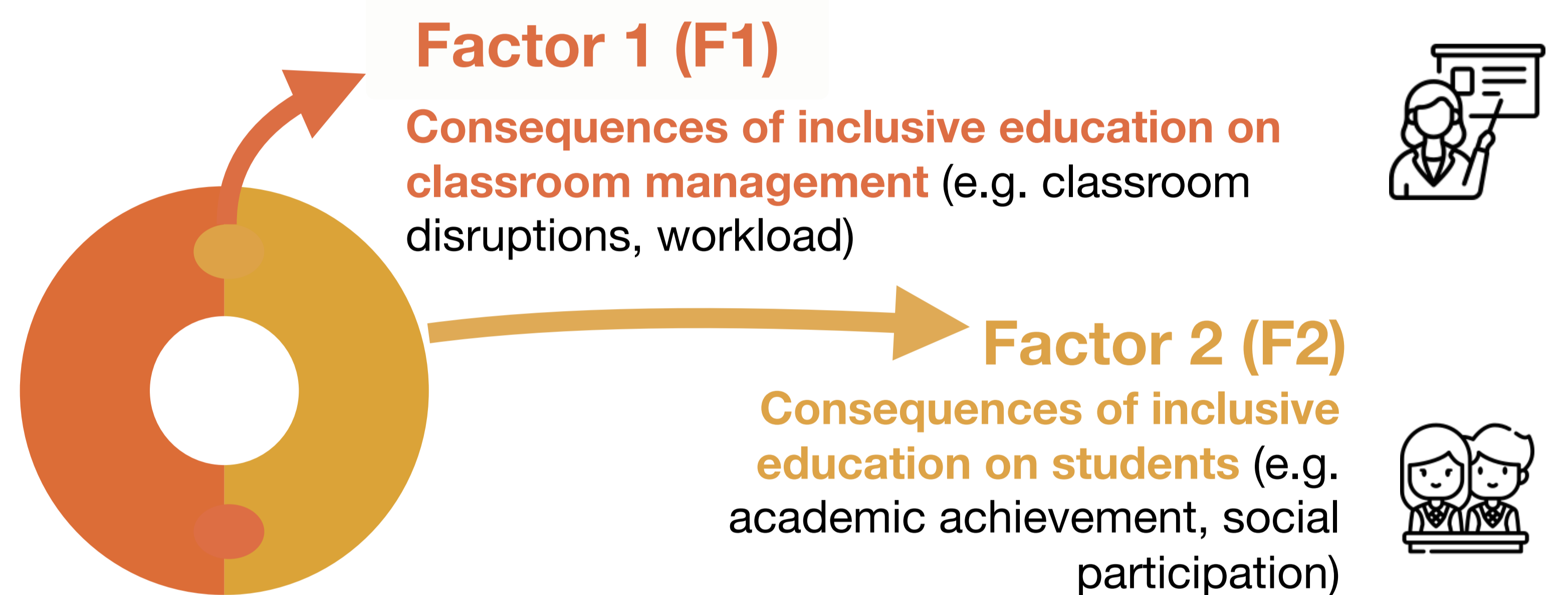


Results

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
(*Age* = 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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*Contact

- ✉ camille.legrain@univ-lille.fr
- 📱 @camillelegrain_

