



HAL
open science

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

Camille Legrain, Célénie Brasselet, Kamilla Khamzina, Mickaël Jury, Caroline Desombre

► To cite this version:

Camille Legrain, Célénie Brasselet, Kamilla Khamzina, Mickaël Jury, Caroline Desombre. Construction and validation of a French scale to measure attitudes toward inclusive education. 19th General Meeting of the European Association of Social Psychology, Jul 2023, Cracovie, Poland. hal-04548829

HAL Id: hal-04548829

<https://hal.univ-lille.fr/hal-04548829>

Submitted on 16 Apr 2024

HAL is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.

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**).

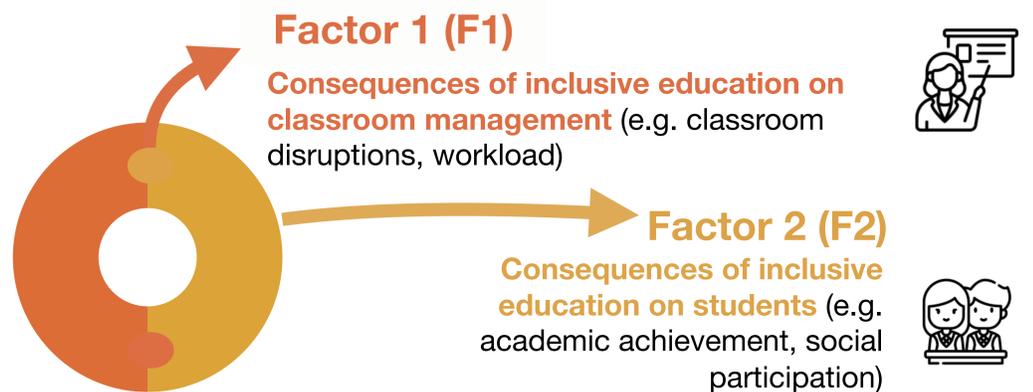


Results

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

We genuinely thank the Caisse des dépôts and the PIA3 - 100% IDT project.

References

- [1] Lindner, K.-T., Schwab, S., Emara, M., & Avramidis, E. (2023). Do teachers favor the inclusion of all students? A systematic review of primary schoolteachers' attitudes towards inclusive education. *European Journal of Special Needs Education*, 0(0), 1–22. <https://doi.org/10.1080/08856257.2023.2172894>
- [2] Bennett, T., Deluca, D., & Bruns, D. (1997). Putting inclusion into practice: Perspectives of teachers and parents. *Exceptional children*, 64(1), 115-131.
- [3] Hastings, R. P., & Oakford, S. (2003). Student Teachers' Attitudes Towards the Inclusion of Children with Special Needs. *Educational Psychology*, 23(1), 87-94. <https://doi.org/10.1080/01443410303223>
- [4] Antonak, R. F., & Larrivee, B. (1995). Psychometric Analysis and Revision of the Opinions Relative to Mainstreaming Scale. *Exceptional Children*, 62(2), 139-149. <https://doi.org/10.1177/001440299506200204>

*Contact

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

