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**“What do I think and do about inclusive education and classroom management of emotional and behavioral difficulties”
Portrait of preservice teachers**

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Behavioral Beliefs **Attitudes Toward the Behavior**

Which attitudes?

Introduction

- Numerous studies closely relate attitudes of teachers to their behavior and, moreover, to their intervention choice.
- Others studies in health and social psychology have also linked behavioral beliefs, attitudes toward the behavior and the adoption of a prescribed behavior (Azjen, 2012).

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graph LR; BB[Behavioral Beliefs] --- ATB[Attitudes Toward the Behavior]; ATB --> I[Intention]; I --> B[Behavior Classroom Management Practices]; W[Willingness] --> B;
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Introduction

- Attitudes toward inclusive education is reported to be influenced by the type of disability.
- Including students with emotional and behavioral difficulties (EBD) is generally linked with more negative attitudes than for students with learning disabilities...
 - For teachers (Cook, Cameron & Tankersley, 2007) .
 - For preservice teachers (PT) (Haq & Mundia, 2012; Markova, Pit-Ten Cate, Krolak-Schwerdt, & Glock, 2016; O’Toole & Burke, 2013).
- Behavioral difficulties are a major concern for PT (Clarke, Lodge et Shevlin, 2012).
- It is important to understand pre-service teachers’ acquired attitudes towards inclusive education and how pre-service training programs influence these attitudes (Kim, 2011).

Aim of this presentation

- To get a more thorough comprehension of attitudes maintained by preservice teachers toward students with EBD in the province of Quebec
- To describe different dimensions of attitudes by
 - Gender
 - Training Program (general vs special education)
 - Training received regarding behavior difficulties
 - Year of training
 - Hours of internship

Method - Instrument

- Multidimensional Attitudes Toward Inclusive Education Scale (MATIES - Mahat, 2008).
 - Three scales measuring different dimensions of attitudes



■ Cognitive (6 items, $\alpha = .71$)

I believe that EBD students should be taught in special education classroom.



■ Affective (6 items, $\alpha = .72$)

I am uncomfortable including EBD students in my classroom with other students without difficulties.



■ Behavioral (6 items, $\alpha = .84$)

I am willing to encourage EBD students to participate in all social activities in the regular classroom.

1 Strongly Disagree

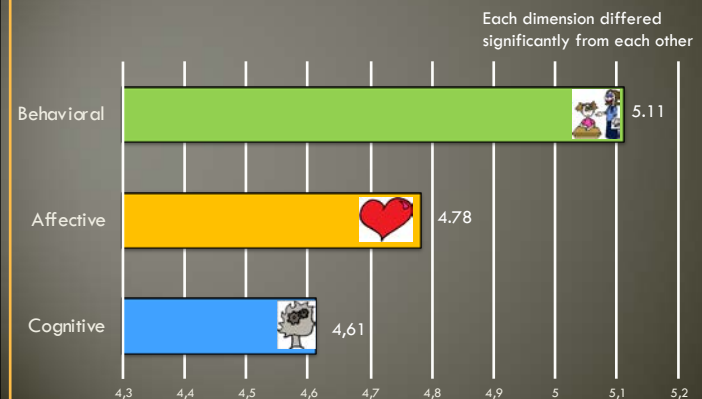
Strongly Agree 6

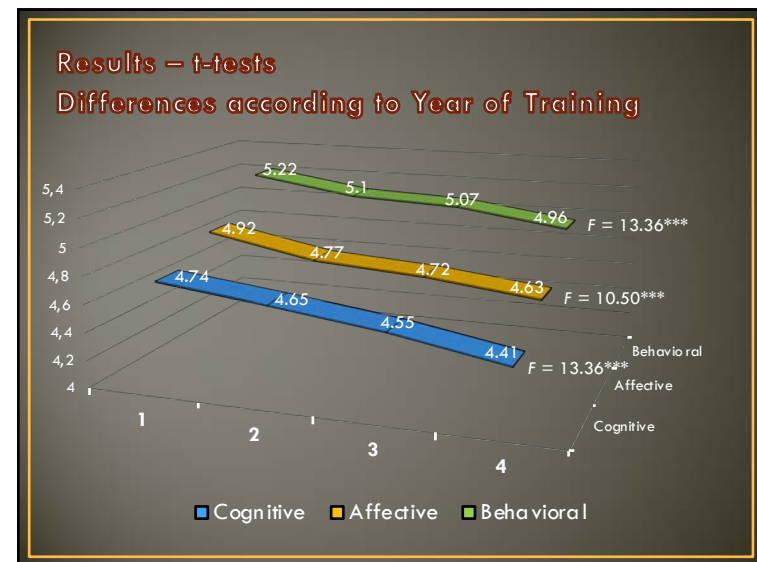
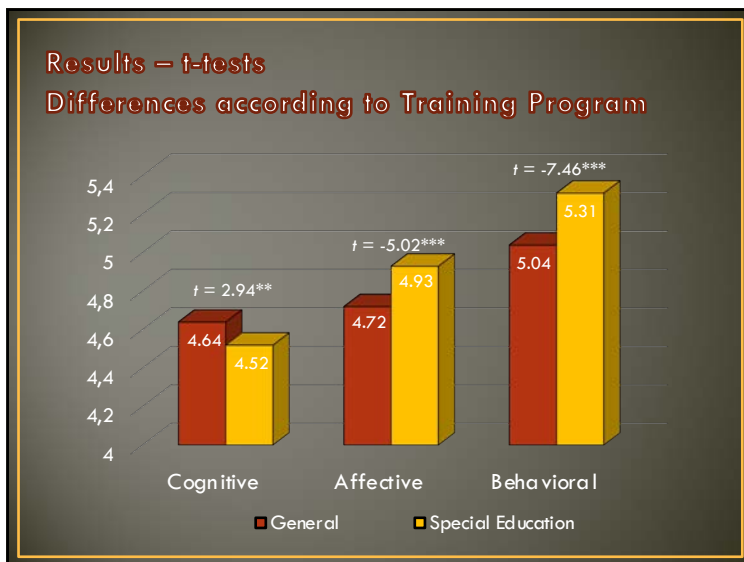
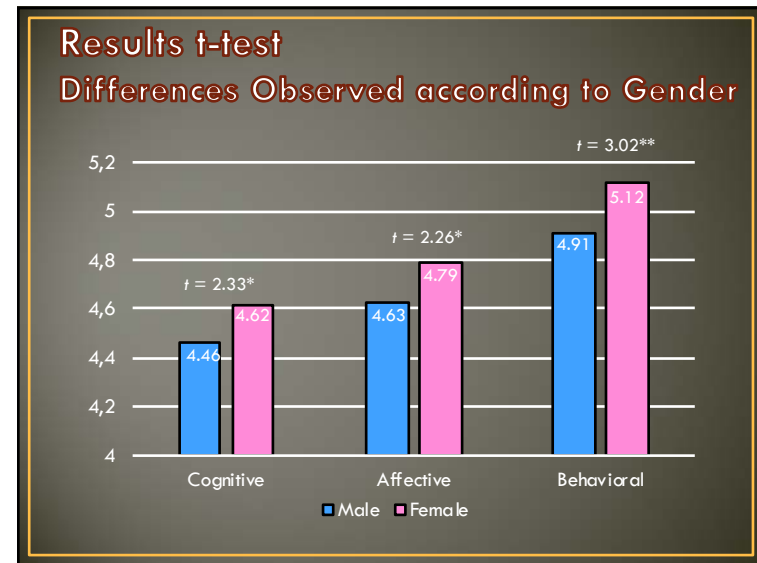
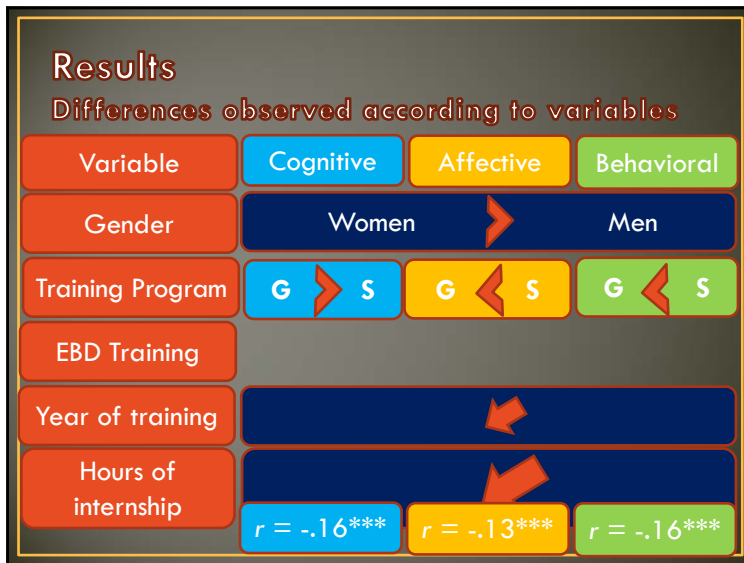
Method - Analysis

- Types of analysis
 - Descriptive
 - T tests
 - ANOVA
 - Post-hoc

Results - Descriptives

Attitudes Toward Inclusive Education





Discussion

- Globally, attitudes of preservice teachers toward inclusion of student with EBD are somewhat positive but vary significantly depending on different dimensions of attitudes.
 - Behavioral attitudes are significantly more positive than affective and cognitive ones.
 - Cognitive attitudes are neutral.
- PT's positive behavioral attitudes suggest their willingness to support EBD students' inclusion.
- This result is somewhat surprising, considering that cognitive and affective attitudes are, based on the TPB, predicting the behavioral ones (conation).

Discussion

- Gender
 - Results are different from Varcoe & Boyle (2014) where no difference have been observed.
 - But similar with our study on in-service teachers (Massé et al., in preparation)
- Training program
 - PT in special education have more positive affective and behavioral attitudes : they choose to work with students with special needs.
 - On the other hand, PT in special education believe less in the benefits of school inclusion of EBD students.
 - In Quebec, they are more prone to teach in special classes.
- EBD Training
 - Congruent with results of Lee, Yeung, Tracey et Barker (2015) where teacher training did not influence teachers' support of including students with ADHD, but influenced the support for other students with difficulties.

Discussion

- Year of training and hours of internship
 - Results differ from Goddard & Evans (2018) where PT's attitudes toward inclusion strengthened across the training years (but no specific question for EBD students), and Varcoe & Boyle (2014) where no differences were observed.
 - Goddard (2018) observes that attitudes are more related to environmental variables.
 - May be associated to the reality of field experiment as PT's greatest concerns are related to the adequacy of school resources for supporting inclusive education (Woodcock et al., 2012).
 - Having previous experience teaching classes with special educational needs predicts less behavioural intention (Dias et Cadime, 2016; Varcoe & Boyle, 2014; Sharma & Sokal, 2015)
 - Experience influences positively only if it is a success (Ahmed, Sharma, & Deppeler, 2012)

Conclusions

- Although global attitudes of PT toward inclusion are relatively more positive than negative and that PT self-reports about behavior attitudes suggest their willingness to support EBD students' inclusion, results on other aspects of attitudes raise some questions about PT needs for cognitive and affective supports in the process of inclusive education of students with EBD.
- It could be concluded that pre-service teachers' attitudes are more influenced by their perceptions of matters of classroom practice, such as the availability of resources and support rather than by any biases towards including children with special needs into mainstream classrooms.
- Results suggest a need for training institutions to more explicitly address issues of inclusive setting, resourcing and support in their teacher education programs.

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