

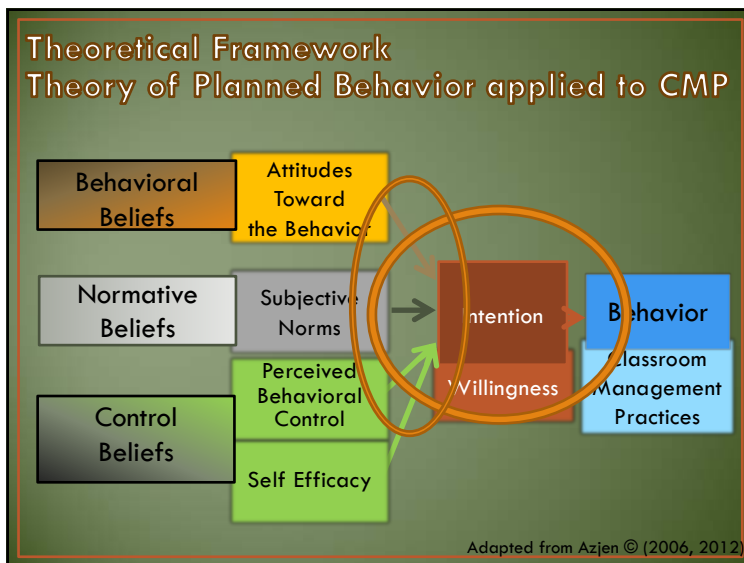
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## Willingness of Preservice Teachers to Work with EBD Students According to Planned Behavior Theory Analysis

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### Introduction

- Multiple studies have shown that intention to teach special educational needs students depends on several factors, including
  - Positive attitudes (Sharma et al., 2017),
  - Self-efficacy beliefs (Gaudreau et al., 2017),
  - Field experiences during teacher training program (Rakap et al., 2017),
  - Educational experiences (Castello and Boyle 2013),
  - Type of initial teaching program (Cameron, 2017).



### Method Instrument

- French adaptation of the *Teachers' Willingness to Work with Severe Disabilities Scale (TWSDL)* (Rakap & Kaczmarek, 2010; MacFarlane & Woolfson, 2013)
  - This scale provides a clinical vignette about a student with EBD ( $\alpha = .94$ ).
  - The vignette is followed by seven items that ask teachers how much they would be willing to have this student in their classroom and to learn skills to better support it.

← 1 Strongly Disagree Strongly Agree 6 →

### Method Instrument – Vignette (1/2)

William is a student with behavioral problems who might be included into your classroom. He is of below average in his schoolwork. There are times when he becomes engaged in this schoolwork, and works as well as other student in the class. However, at other times (at least once a day), he does not pay attention or listen. On these occasions, he usually forgets the rules and does not follow the teacher's instructions.

### Method Instrument – Vignette (2/2)

He often disturbs others by talking out loud, taking items belonging to other children, and throwing them, causing general confusion in classroom. During these outbursts, he refuses to join in-class activities, and becomes very distracted.

In the classroom and outside, he quickly gets angry and is ready to fight with other children when he does not get his own way. When other children are playing and he wants to join them, he tends to take their toys or push them. The children tend to avoid William once they experience a bad interaction with him.

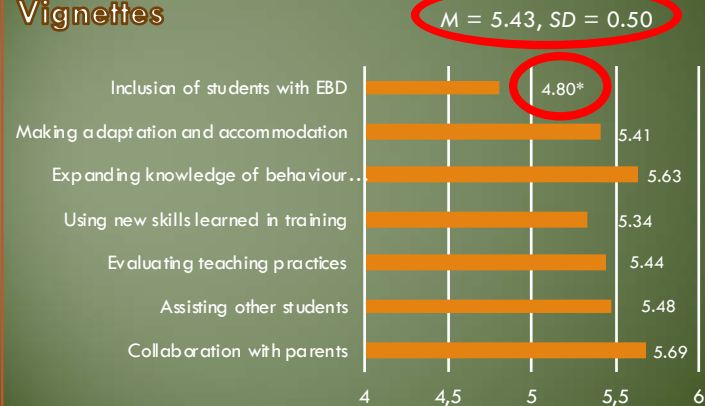
### Method Analysis

#### Types of analysis

- Descriptive
- T tests
- ANOVA
  - Post-hoc
- Correlations IV, DV

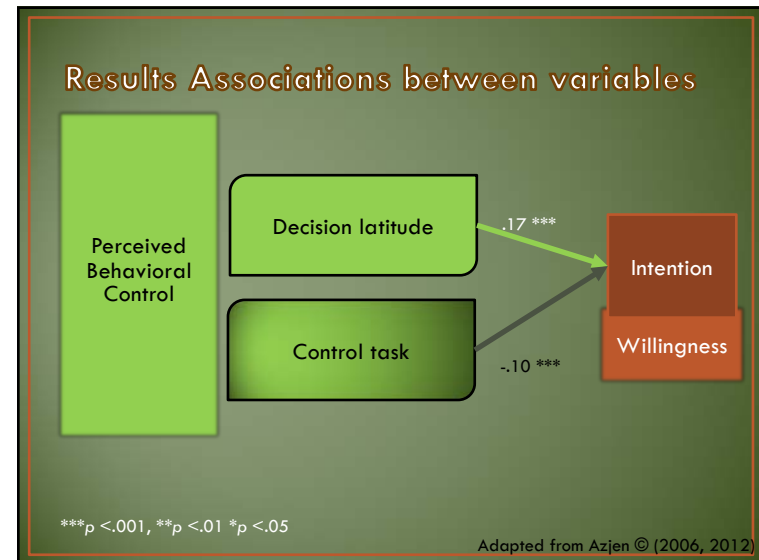
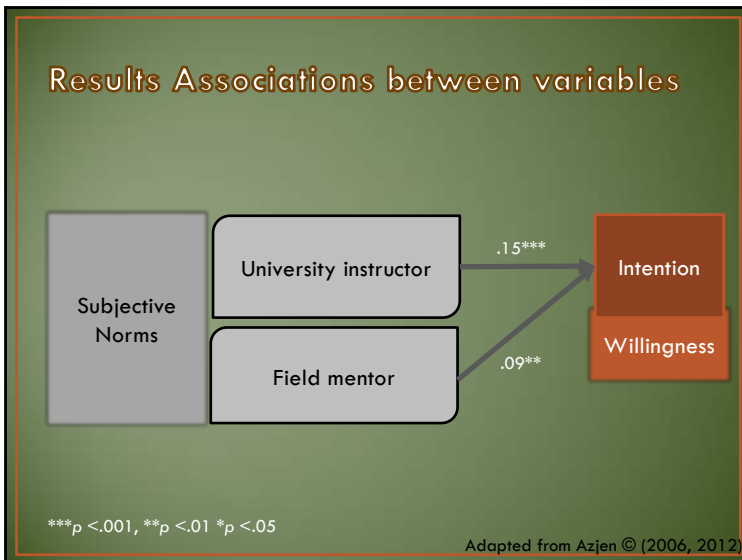
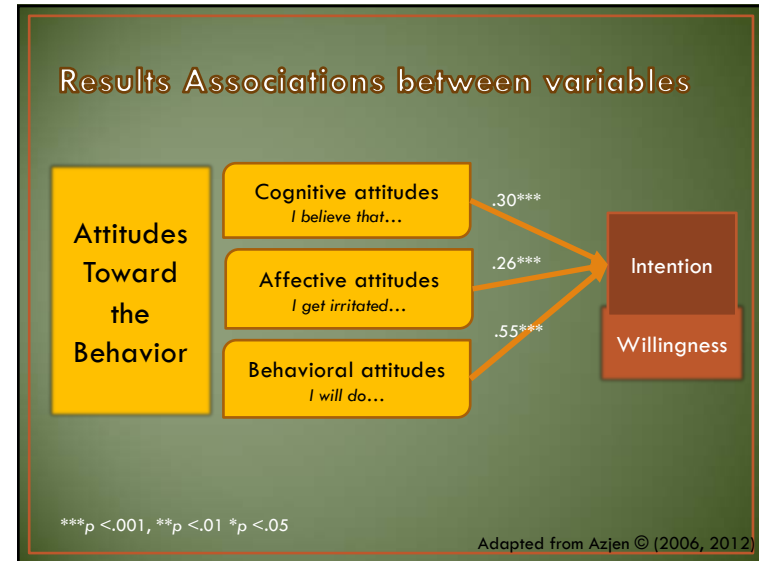
### Results

#### Frequency of Teachers' Responses for the Vignettes

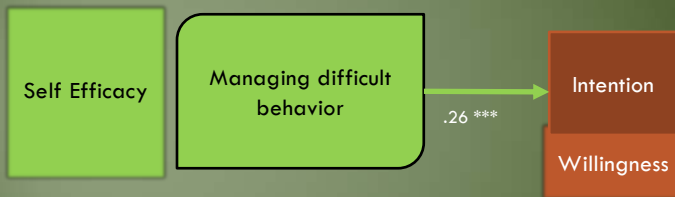


### Results t-test and ANOVAs

- no significant difference according to :
  - Year of training
  - Hours of internship
- Significant differences according to :
  - Gender (men < women)
  - Training Program (general < special education)
  - Training received regarding behavior difficulties (tendency 90 hours and more)



### Results Associations between variables



\*\*\* $p < .001$ , \*\* $p < .01$  \* $p < .05$

Adapted from Azjen © (2006, 2012)

### Discussion

- Results show that PT have a **strong willingness to act** modulated by positive beliefs to successfully include student having EBD.
- As for other studies with PT (Subban *et al.*, 2017) or in-service teachers, intention seems to be significantly **associated with positive beliefs** and **negatively with job strain** (Hind *et al.*, 2018).
- Unlike other studies that showed difficulties in improving attitudes (Cook, 2002) or deterioration of attitudes during initial training (Castello & Boyle, 2013), our results do not allowed to distinguish effects related to the number of years in program or the number of hours in internship, showing relatively **stable beliefs and intention** among our sample.
  - Type of knowledges on the academic courses?
  - Type of experiences, characteristics of students include during the internships?

### Conclusion

- Strong intention to teach = positive role to play
- Gap with mainstream school teachers
  - They feel unprepared, ill-equipped, and report that their skills and resources do not allow them to stretch the teaching and learning environment (Avramidis, Bayliss, & Burden, 2000).
- Needs of supporting PT during their professional insertion in order to preserve this positive intention (Hind *et al.*, 2018).

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