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Indonesian Teachers' Attitudes Toward Inclusive Education

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Abstract

Since the Bandung Declaration of 2004, Indonesia has become concerned with the development of inclusive education. Even though teachers' attitudes toward inclusive education are important for successful implementation, there have been few research studies on them in Indonesia. The purpose of this study is to understand Indonesian teachers' attitudes toward inclusive education. This study surveyed 243 Indonesian teachers using the Teacher Attitudes toward Inclusion Scale (TATIS) instrument. The findings showed that 79.4 % of Indonesian teachers held a moderate attitude toward inclusive education. In addition, the number of teachers who had a high (8.6 %) attitude toward inclusive education was less than those who held a low one (11.9 %). Moreover, there were no significant differences based on demographic data such as gender, age, province, school type, highest education, teaching experience in general education, and teaching experience in inclusive education. A significant difference was found only when the level of schools grouped the teachers: teachers who teach in secondary schools had more positive attitudes toward inclusive education than teachers who teach in primary schools. The positive attitude of teachers towards inclusive education can make them more capable of controlled learning environments. Meanwhile, to improve their attitude, a sustainable training program can be carried out. Sustainable training organized by the Ministry of Education to improve teacher pedagogical and professional competence must be in line with Education for Sustainable Development (EDS).

Key words: inclusive education, teacher attitude, TATIS, Indonesian teachers, sustainable education

Introduction

Indonesia has a more than 30-year history concerning inclusive education. It began with creating special education provision in which students with Special Education Needs (SEN) were placed in special schools, and their classrooms were separated from regular schools. Special education in Indonesia was started in 1980 by the program “Pola Dasar Umum Penyelenggaraan Pendidikan Luar Biasa dalam Rangka Kewajiban Belajar (General Basic Pattern of Special Education in the Framework of Compulsory Learning), BP3K, 1980” (Sutratinah, 1984). The program was a plan for special education of students with SEN. In Indonesia, special schools accept students with SEN, including visual impairment, hearing impairment, mental disorders, physical disability, and emotional disabilities. The students with visual impairment are classified into SLB A; SLB B is for the students with hearing impairment; SLB C is for students with mental disorders; SLB D is for physically handicapped students; and SLB E is for students with emotional disabilities (Alfian, 2013).

Indonesia focuses on inclusive education in accordance with the Education for All (EFA) movement and the Salamanca Statement and Framework for Action of UNESCO (1994) that states it is the right of every child to be educated and recognized for their differences in interests, abilities, and learning needs. Moreover, Indonesia also made the Bandung Declaration in 2004, which committed to the development of inclusive education. Within the Bandung Declaration, the participants of the National Workshop on Inclusive Education stated that Indonesia should “... 6. *Continuously promote and socialize inclusive education through mass media, scientific forums, education, etc. ...*”. As such, the government of Indonesia is committed to the development of inclusive education. The inclusive education governing regulation is in the Regulation of the National Education Minister of Indonesia Republic, Number 70, 2009 on Inclusive Education for Learners Who have Special Needs, Special Intelligence and/or Gifts. The regulation affirms in Article 6 Paragraph (1) that:

District/city governments ensure the implementation of inclusive education in accordance with the needs of learners (p. 3).

Moreover, Article 3 Paragraph (1) states that:

Any learner who has a physical, emotional, mental, or social disability or has the potential for special intelligence and/or gifts is entitled to follow education in an inclusive education unit according to his or her needs and abilities (p. 3).

Furthermore, the second paragraph explains that learners with special needs include learning disabilities, visual impairment, deaf and hard-of-hearing, mental disorders, physical handicaps, speech impairment, mental retardation, emotional disability, or multiple handicaps entitled to inclusive education.

Inclusive education aims to create an inclusive society that respects and can optimize each other's potential (Bothma, Gravett, & Swart, 2000). This goal can be achieved by changing behavior, especially in the school environment. According to Alguren (2021), Heasley et al. (2021) and Salite et al. (2020) schools' educational and learning activities have great complexity and transformational potential. The review of inclusive education in line with Education for sustainable development is critical so that creating a positive learning atmosphere can be built with trust, social responsibility and without reducing

the freedom of others (Harmoinen, Koivu, & Paasky, 2020). In inclusive education, this freedom can be said to be a positive attitude towards inclusive education.

In addition, the successful implementation of inclusive education can dependent on teachers' attitudes (De Boer et al., 2011; Kurniawati et al., 2012; Iliško, 2021). Based on previous research, teachers' positive attitudes increased their willingness to service students with SEN (Beattie et al., 1997; De Boer et al., 2011; Subban & Sharma, 2005). Conversely, teachers with negative attitudes toward inclusive education offered negative services to students with special needs (Berry, 2010).

More recently, studies of teachers' attitudes toward inclusive education have shown that teachers favor inclusion (Kurniawati et al., 2012; De Boer et al., 2011). Their attitudes seem to be related to their teaching experiences and training in special education. The results suggested that Indonesian teachers generally hold positive attitudes toward inclusion (Kurniawati et al., 2012). In contrast, a recent international review reported that most teachers hold neutral or negative attitudes toward inclusive education (De Boer et al., 2011). In terms of demographic characteristics, the results showed that teachers who had experiences teaching students with special needs and those who worked with special needs students were more favorable toward inclusive education. This result was confirmed by several previous studies (Avramidis et al., 2000; Jerlinder et al., 2010). In addition, the influence of training in special education on the formation of positive attitudes toward inclusion was also found in other studies (Leyser et al., 1994; Lifshitz et al., 2004).

Currently, Indonesia is starting to focus on the development of inclusive education. However, according to Ishartiwi (2010), there are still many problems in its implementation in Indonesia. Some issues that can be identified are: (1) difficulties with aligning the current standard of regular school services with the varied learning needs of students with SEN; (2) inclusive schools have not yet accepted students with SEN; and (3) schools have not been able to provide the right program for students with SEN and below-average intelligence. Furthermore, not all teachers who teach in inclusive schools know to teach students with SEN (Ediyanto et al., 2017).

Consequently, it is essential to understand teachers' attitudes toward inclusive education. However, in Indonesia, studies related to this topic are rarely conducted. Few could be found on search engines. Therefore, in light of the importance of this issue, the following research was conducted to understand teachers' attitudes toward inclusive education.

Methods

Participants

The sample of this study included teachers employed in Jakarta, Jawa Barat, and Yogyakarta provinces. Teachers from each district were recruited from among the participants who attended the International Conference conducted by the Centre for Development and Empowerment of Teachers and Education Personnel of Kindergartens and Special Education (PPPPTK TK & PLB). They included full-time regular, inclusive, and special school teachers who had been teaching in one of the school districts for the 2017–2018 school years. Thus, 243 teachers from 29 school districts made up the study population, and all were provided the opportunity to complete a survey.

Instruments

The Teacher Attitudes toward Inclusion Scale (TATIS, Cullen, et al., 2010) instruments were used to collect data. TATIS has three factors: attitudes toward students with disabilities in inclusive settings (POS), beliefs about the efficacy of inclusion (BEI), and beliefs about professional roles and responsibilities (PRF). Each item in the instrument is scored on a 7-point Likert scale measured as 1 (Agree Very Strongly), 2 (Strongly Agree), 3 (Agree), 4 (Neither Agree nor Disagree), 5 (Disagree), 6 (Strongly Disagree), and 7 (Disagree Very Strongly). Statistical analysis of the TATIS results revealed three factors with high validity that accounted for over 58 % of the variance. The overall Cronbach's alpha reliability coefficient was 0.821, with those of the individual items falling within the range of 0.680 to 0.863. High scores on the TATIS mean that the respondent's attitudes and beliefs are highly supportive of inclusion. Low scores suggest that the respondent's attitudes and beliefs are more supportive of traditional service delivery models. A demographic questionnaire that this researcher developed was also included.

In the case of Indonesia, the TATIS revealed three factors that accounted for 46.57 % of validity. First, extracting from 14 items by Principal Component Analysis and rotating by Equamax with Kaiser normalization, item number 6 was deleted (Component Matrix Value = 0.295), and the Component Loading for each item ranged from 0.375 to 0.820. Second, reliability analysis revealed Cronbach's (a) coefficients were 0.667 for the overall items. Thus, these instruments are valid and reliable for use in Indonesia.

Procedures

Teachers' attitudes toward inclusive education were calculated by TATIS divided into three grades: low, moderate, and high. Teachers' attitudes toward inclusive education were low if the TATIS score was less than 40, moderate between 40–60, and high at 60 and above. TATIS scores had a mean of 50 and a standard deviation of 10. The analysis of variance (ANOVA) was used to find the significant difference in demographic data.

Research Results

In total, 243 teachers participated in this study, mostly female ($n = 178$, 73.3 %). The age ranged from 21 to 60 years old ($M = 2.31$, $SD = .953$). Most teachers came from the province of Jakarta ($n = 100$, 41.2 %). They came from inclusive schools ($n = 91$, 37.4 %), special schools ($n = 79$, 32.5 %) and general schools ($n = 73$, 30.0 %). A majority ($n = 144$, 59.3 %) were primary school teachers. A large majority ($n = 174$, 71.6 %) had only a bachelor's degree, but all teachers had at least that. The teaching experience was fairly evenly distributed; i.e., 61 teachers (25.1 %) had 1–5 years of teaching experience, 46 teachers (18.9 %) had 6–10 years of teaching experience, 50 teachers (20.6 %) had 11–15 years of teaching experience, 33 teachers (13.6 %) had 16–20 years of teaching experience, and 53 teachers (21.8 %) had more than 20 years of teaching experience. Not all teachers ($n = 89$, 36.6 %) had teaching experience in inclusive education, but many teachers ($n = 75$, 30.9 %) had 1–5 years of experience, and others had more than five years. More detailed descriptive statistics concerning demographic data can be seen in Table 1.

Teacher Attitudes Toward Inclusive Education

All 13 items of TATIS were used to assess teachers' attitudes toward inclusive education. Mean scores were calculated for all items (item 1 through item 13), ranging from 2.53 to 4.74. Mean scores for the POS, BEI and PRF factors were 53.08, 55.50, and 54.63, respectively, while the mean score for TATIS was 48.83.

The POS mean score of 53.08 shows that teachers' attitudes toward students with disabilities in an inclusive setting are moderate. Because it is above the standard mean, the tendency of their attitude is positive. Similarly, teachers have moderate attitudes toward beliefs about the efficacy of inclusion (BEI) and beliefs about professional roles and responsibilities (PRF), tending toward positive. On the other hand, overall teacher attitude toward inclusive education (TATIS) was moderate, tending negative, with a mean score of 48.83.

Overall, 79.4 % of Indonesian teachers had moderate attitudes toward inclusive education ($n = 193$). A high attitude ($n = 21$, 8.6 %) was less common than a low attitude ($n = 29$, 11.9 %) for the full scale (TATIS) factor. For teachers' perceptions of students with mild to moderate disabilities (POS), most also had moderate attitudes toward inclusive education ($n = 225$, 92.6 %). For beliefs about inclusion (BEI) efficacy, most teachers had moderate attitudes toward inclusive education ($n = 203$, 83.5 %). Similarly, for perceptions of professional roles and functions (PRF), 85.6 % of teachers ($n = 208$) also had moderate attitudes.

Demographic Data in Attitudes Toward Inclusive Education

From the descriptive statistical analysis, it can be seen that male teachers had a more positive attitude compared to female teachers for POS ($M = 57.20$), BEI ($M = 53.20$), and PRF ($M = 51.00$) factors. Overall, female teachers had a more positive attitude toward inclusive education. However, the results indicated that gender did not significantly differ ($F(1,65) = 0.372$, $p = 0.544$).

Table 1

Descriptive Statistics for the Demographic Data

Item Demographic Data	<i>F</i>	%	<i>M</i>	<i>SD</i>
<i>Gender</i>			1.73	0.444
Male	65	26.7		
Female	178	73.3		
<i>Province</i>			1.82	0.782
Jakarta	100	41.2		
Yogyakarta	87	35.8		
Jawa Barat	56	23.0		
<i>Type of School</i>			1.93	0.820
Inclusive Schools	91	37.4		
Special Schools	79	32.5		
General Schools	73	30.0		

See next page for continuation of table

Continuation of Table 1

<i>Level of Schools</i>			1.41	0.492
Primary Schools	144	59.3		
Secondary schools	99	40.7		
<i>Last Education</i>			1.28	0.452
Bachelor Program	174	71.6		
Other Program (Master and Doctoral)	69	28.4		
<i>Teaching Experience (years)</i>			2.88	1.482
1–5	61	25.1		
6–10	46	18.9		
11–15	50	20.6		
16–20	33	13.6		
> 20 years	53	21.8		
<i>Teaching Experience with Student with Special Educational Needs</i>			2.12	1.084
No Experience	89	36.6		
1–5	75	30.9		
6–10	39	16.0		
> 10 years	40	16.5		

Note: Total number is 243 participants.

Three provinces were chosen as the subject of research: Jakarta, Yogyakarta, and Jawa Barat. Jakarta had the most positive attitude toward POS, but Jawa Barat had the most positive attitude toward BEI, PRF, and general inclusive education. Significant differences were found in the BEI ($F(2,64) = 4.655, p = 0.013$) and PRF ($F(2,64) = 4.780, p = 0.012$) factors. Regarding overall attitudes toward inclusive education, there was a significant difference for a level of significance under 0.10 ($F(2,64) = 2.904, p = 0.062$). A multiple comparisons (Tukey) test showed that Jawa Barat province had a significant mean difference compared to Yogyakarta province ($DM = 11.571, p = 0.09$).

The type of school had no significant effect on attitudes toward inclusive education. The analysis shows that for POS ($M = 57.00$), teachers at special schools had a stronger attitude. Concerning BEI ($M = 53.92$), the general schools had the most positive attitude. For the PRF factor ($M = 51.15$) and full scale ($M = 53.47$), inclusive schools had the most positive attitude.

According to the analysis, the BEI factor ($F(1,65) = 9.150, p = 0.010$) and the full scale ($F(1,65) = 7.085, p = 0.010$) appear to have significant differences. For the BEI factor and full scale, other school teachers had stronger attitudes than primary school teachers. Secondary school teachers held the highest attitude toward inclusive education. Other factors did not have any significant difference. Teachers who teach in primary school ($M = 56.17$) scored highest in POS, and teachers who teach in other schools ($M = 50.79$) scored highest toward PRF.

The teachers' highest level of education showed significant differences in BEI ($F(1,65) = 4.596, p = 0.036$) and PRF ($F(1,65) = 5.521, p = 0.022$). The teachers who hold advanced degrees (master's or doctor's) have a stronger attitude than teachers with only a bachelor's degree. However, the POS ($F(1,65) = 0.406, p = 0.526$) and overall factors ($F(1,65) = 1.017, p = 0.317$) did not have any significant difference.

The analysis also shows that there is no significant difference in teaching experience in attitudes toward inclusive education. However, teachers with 16–20 years of teaching experience had the highest ranking of POS ($M = 57.43$, $SD = 11.59$) and BEI ($M = 56.86$, $SD = 6.23$), while teachers who have 1–5 years of teaching experience had the highest ranking of PRF ($M = 52.18$, $SD = 5.11$). In addition, teachers who have 11–15 years of experience in teaching had the strongest attitude toward inclusion education overall ($M = 55.87$, $SD = 7.77$).

Moreover, teaching experience with special educational needs students did not significantly differ in teacher attitudes toward inclusive education. However, in BEI ($M = 57.50$, $SD = 2.24$), PRF ($M = 58.20$, $SD = 6.14$), and the full scale ($M = 55.17$, $SD = 7.22$), teachers with teaching with more than 11 years of experience in inclusive education had the most positive attitude. While the factor did not significantly differ, teachers with 1–5 years of teaching experience ($M = 56.07$, $SD = 6.94$) had strong POS.

Discussion:

Teachers' Attitudes Towards Inclusive Education for Sustainable Development

Teachers' attitudes towards inclusive education become an essential indicator in evaluating the success of inclusive education (Ilisko, 2021; Salite, 2016). Teachers who have positive attitudes will have a more controlled learning environment in an inclusive setting. The concept of inclusive education is closely related to Education for Sustainable Development. Ediyanto (2020) states there are five dimensions concerning inclusive education, namely 1) creating an accepting environment for all students, 2) problem of students with SEN in the inclusive classroom, 3) professional responsibilities in inclusive education, 4) professional knowledge about inclusive education, and 5) implications of inclusive classroom practice. Five dimensions of inclusive education (Ediyanto, 2020) is in line with the goals of Education for Sustainable Development (ESD), namely to form education and learning, which provides opportunities for everyone to acquire the knowledge, skills, values, and attitudes that empower them to contribute to sustainable development (UNESCO, 2014). Inclusive education requires that learning settings provide the various skills essential for achieving success in life by all students (Hannah, 2013).

A training program can realize an excellent inclusive education system. A good training program can improve teacher competence (Ediyanto, Maulida, Arika, & Kawai, 2020). In Indonesia, there is sustainable training organized by the Ministry of Education to improve teacher pedagogical and professional competence (Sumaryanta, Mardapi, Sugiman, & Herawan, 2018).

The current study showed that Indonesian teachers have a moderate attitude toward inclusive education (high = 8.6 %, moderate = 79.4 %, low = 11.9 %). The results were in line with the research undertaken by Kurniawati et al. (2012), which stated that Indonesian teachers generally held positive attitudes toward inclusion. In other studies also, teachers have had a positive attitude toward inclusive education (Greene, 2017; Saloviita & Schaffus, 2016; Alharthi & Evans, 2017; Wilkerson, 2012; Subban, 2005). However, before 2011, a review of 26 international journal studies revealed that most teachers held neutral or negative attitudes (De Boer et al., 2011). Our research result was not surprising because inclusive education has been a commitment of the Indonesian government since the declaration of Bandung in 2004. In addition, inclusive education

was supported by the Regulation of the National Education Minister of Indonesia Republic, Number 70, 2009 in Article 2, Paragraph 1, which states that:

The district/city government designates at least 1 (one) school, and 1 (one) junior secondary school in each sub-district and 1 (one) secondary education unit to provide inclusive education... (p. 4).

However, according to this study, most participating teachers (71.21 %) had less than five years of teaching experience in inclusive education. This minimal experience may lead to a common understanding of teachers concerning inclusive education. In contrast, Japan has effectively prepared teachers to positively affect inclusive education (Forlin et al., 2014). This research also found that Indonesian teachers have a high attitude toward perceptions of students with mild to moderate disabilities and beliefs about the efficacy of inclusion. However, Indonesian teachers have a low attitude in the case of perception of professional roles and functions.

In terms of school level, Indonesian teachers in secondary schools had a more positive attitude toward inclusive education than primary schools. In terms of the belief in the efficacy of inclusion, secondary school teachers also had a stronger attitude than primary school teachers. However, other studies have found that teachers in primary schools have more positive attitudes toward inclusive education than secondary school teachers (Todorovic et al., 2011). Moreover, Unianu (2011) suggested that teachers with more experience in primary school are more convinced that they can adapt to an educational activity to consider all children's needs. On the other hand, a study by Emam & Mohamed (2011) revealed no differences between preschool and primary school teachers' attitudes. However, primary school teachers showed a higher sense of self-efficacy than preschool teachers regarding the management and teaching of students with disabilities. Exploring why teachers who teach in secondary schools have more positive attitudes than those who teach in primary schools is beyond the scope of this study.

In addition, Indonesian teachers' level of education has a significant effect on their attitude toward inclusive education concerning their beliefs about the efficacy of inclusion, professional roles, and responsibilities. This study revealed that teachers who hold master's and doctoral degrees have a more positive attitude toward inclusive education than teachers who only hold a bachelor's degree. Previously, Dapudong (2014) and Bansal (2016) found no significant difference in teachers' attitudes when grouped according to their degrees. However, in beliefs about the efficacy of inclusive education and perceptions of professional roles and functions, teachers who have a master's degree held a more positive attitude than teachers with only a bachelor's degree. This result is in line with the study conducted by Forlin et al. (2007), which revealed that teachers who hold either doctoral or master's degrees showed a more positive attitude toward inclusion than those with bachelor's degrees or associate's diplomas. The reason is that the teachers with higher levels of education have acquired more comprehensive insights and gained more knowledge than those with lower levels of education.

In this study, gender did not significantly differ in teachers' attitudes toward inclusive education, which is in line with previous studies (Alharthi & Evans, 2017; Dapudong, 2014; Todorovic et al., 2011). However, although it was not significant, the data suggested that female teachers were more positive in their attitudes than males. That result is similar to the research by Al-Zyiodi (2006).

The current study result also showed a significant difference in the teachers' attitudes toward inclusive education when grouped according to province. The teachers from Jawa Barat province had the strongest attitudes toward inclusive education compared to other provinces (Jakarta and Yogyakarta). However, there is no previous research that supports this result. It is only similar to demographic research conducted by Dapudong (2014), which stated that there was no significant difference in the attitudes of international school teachers when they were grouped according to their nationality.

This study also found that the type of schools did not significantly affect Indonesian teachers' attitudes toward inclusive education. That result is similar to Dapudong's (2014) findings, which showed no significant difference in the attitudes of international school teachers when grouped according to the education area. In contrast, other previous studies have revealed that special school teachers have a more positive attitude toward inclusive education than general education teachers (Alharthi & Evans, 2017; Dapudong, 2013; Hernandez, 2016). However, according to Kumar and Midha (2017), teachers of mainstream schools have more favorable attitudes than those of special schools.

Furthermore, Indonesian teachers' attitude toward inclusive education does not differ significantly concerning their teaching experience. Teachers' perceptions of students with mild to moderate disabilities, beliefs about the efficacy of inclusion, and perceptions of professional roles and functions do not significantly differ concerning their teaching experience. That result is the same as the result of the research conducted by Dapudong (2014), which states that there is no significant difference in teachers' attitudes when grouped according to their teaching experiences. However, in the case of Thai teachers, a previous study revealed that Thai teachers who have 6–10 years of teaching experience have a more favorable attitude than teachers with below six years of teaching experience (Dapudong, 2013). In another case, in research of teachers' attitudes toward inclusive education in India, teachers with teaching experience between 0–10 years showed a more positive attitude for inclusive education than the teachers who had more than ten years of experience (Bansal, 2016). Conversely, another study stated that teachers with more experience had more positive attitudes than teachers with less experience (Emam & Mohamed, 2011).

Moreover, Indonesian teachers' attitude toward inclusive education is not significantly different concerning their teaching experience with students with special educational needs. That result is similar to Dapudong (2014), which found no significant difference in teachers' attitudes when they are grouped according to experience in teaching disabled students in the classroom. However, there are significant differences in beliefs about the efficacy of inclusion and perceptions of professional roles and functions. In this research, teachers that have teaching experience in inclusive schools have a more positive attitude. In contrast, an international study of four countries conducted by Forlin et al. (2007) had reported that experience in teaching students with disabilities has a positive impact on attitudes. In addition, such positive attitudes support the potential for more successful inclusive programs or experiences for students with special needs. In addition, teachers without any experience in teaching disabled students are more negative in their beliefs regarding the core perspectives of inclusion because they lack knowledge and specific instructional and management skills compared to teachers with relevant experience (Avramidis & Kalyva, 2007).

Conclusions

Indonesian teachers' attitude toward inclusive education is moderate overall. However, teachers who have a high attitude toward inclusive education are fewer than those with a low attitude. For demographic data, teachers' attitudes toward inclusive education significantly differed when the schools level grouped teachers. The teachers who teach in secondary schools have a more positive attitude toward inclusive education than those in primary schools. On the other hand, gender, age, province, type of school, highest education, teaching experience, and teaching experience in inclusive education do not have any significant difference.

Compared to Jakarta and Yogyakarta provinces, teachers from Jawa Barat had a more favorable attitude toward beliefs about the efficacy of inclusion, professional roles, and responsibilities. In addition, teachers who held master's and doctoral degrees had a stronger attitude toward inclusive education than teachers who held only bachelor's degrees. The positive attitude of teachers towards inclusive education can make them more capable of controlled learning environments. Meanwhile, to improve their attitude, a sustainable training program can be carried out.

The repetition to measure teachers' attitudes toward inclusive education is needed. Furthermore, a second study should include a higher number of respondents of the same demographic type. In particular, the number of provinces can be increased and made more specific to be a narrower area such as district and city. It is also essential to research teachers' attitudes based on school levels, such as primary and secondary school teachers. The repetition of measurement teachers' attitudes toward inclusive education proves and reinforces the conclusions about teachers' attitudes toward inclusive education in Indonesia. It is also important to develop training to improve teachers' attitudes toward inclusive education. All of these will also have an impact on the success of inclusive education in the future.

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Appendix 1

Teacher Attitudes toward Inclusion Scale (TATIS)

(Cullen, Gregory, & Noto, 2010)

Personal Identity:		
1	Gender	Male/Female*
2	Age	years
3	Province	
4	Type of School	Inclusive School / Special School / General School*
5	Level of School	Primary School / Secondary School*
6	Last Education	Bachelor / Master / Doctor / Other Program*
7	Teaching Experience	years
8	Teaching Experience with Student with Special Educational Needs	years

Noted: *delete as applicable.

Directions: The purpose of this confidential survey is to obtain an accurate and valid appraisal of your perceptions of the inclusion of students with mild to moderate disabilities in regular classrooms. It also contains questions pertaining to your beliefs on inclusion (i.e., whether or not you believe that inclusion can succeed). Please respond candidly because there are no “right” or “wrong” answers to these items.

Definition of Full Inclusion: For this survey, full inclusion is defined as integrating students with mild to moderate disabilities into regular classrooms for 80 % or more of the school day. Under federal special education law, mild to moderate disabilities include Learning Disabilities; Hearing Impairments; Visual Impairments; Physical Handicaps; Speech/Language Impairments; Mild/moderate Emotional Disturbance; Mental Retardation; Autism; or Traumatic Brain Injury.

1 = Agree Very Strongly (AVS), 2 = Strongly Agree (SA), 3 = Agree (A), 4 = neither Agree nor Disagree (NAD), 5 = Disagree (D), 6 = Strongly Disagree (SD), 7 = Disagree Very Strongly (DVS)

[illegible]