



Assessing the Dimensions of Teacher Attitudes Toward Inclusion: The Development of the TATIS-p

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In 1972 Fishbein and Ajzen identified over 500 indices and scales designed to measure attitude (p. 492). In a search of Google scholar (search terms attitude AND index OR scale OR instrument) returned 571,000 items excluding citations and patents from 1973 to 2011. "Clearly, when the single label "attitude" is attached to all of these different and unrelated measures, results of different studies, as well as generalizations about attitude, have to appear contradictory and confusing" (Fishbein & Ajzen, 1972, p.493). While there were many attitude scales Cullen, Gregory, and Noto (2010) compared instruments for evaluating teacher attitudes toward the inclusion of students with disabilities and determined that there was a need for an instrument that was theoretically and technically adequate (p. 6).

Attitude as a combination of factors

Since attitudes have three components, cognitive, affective, and conative, (Fishbein & Ajzen, 1972; Insko & Schopler, 1967; Morton & Campbell, 2007) it was important to include all three in evaluating teachers' attitudes towards inclusion. The cognitive component is made up of one's thoughts, ideas or beliefs about something or someone, this may be stereo-typing. The affective dimension of attitude includes the feelings, the emotional response to something or someone, while the conative part of attitude is the behavioral dimension. The conative or behavioral component is a description of the tendency to act in a way towards something. When studying attitudes it is important to include all three dimensions (Fishbein & Ajzen, 1972, p. 529). Fishbein and Ajzen asserted that the conative intentions will affect behavior and that the affective cognitive components of attitude affect the conative intentions.

Development of the TATIS

When considering pre-service teacher's attitudes towards inclusion the three dimensions of attitude have been approached differently by different studies. Antonak and Larrivee in their 1995 effort to revise a scale to evaluate educator's attitudes identified eight possible dimensions that they then narrowed to "five factors: General Philosophy of Mainstreaming, Classroom Behavior of Special Needs Children, Perceived Ability to Teach Special Needs Children, Classroom Management of Special Needs Children,

[and] Academic and Social Growth Special Needs Children" (p. 141-Upon further review these factors revised and regrouped into four: of Integration, Integrated Management, Perceived Ability to Students with Disabilities, and Versus Integrated General 147).

Slightly more than a decade later, Loreman, Earle, Sharma and Forlin sought to distill several other attitudinal scales into an improved scale measuring pre-service teacher attitudes toward inclusive education. In their 2007 study, Loreman et al. developed the Sentiments, Attitudes, and Concerns about Inclusive Education scale (SACIE) using five factor themes: 1) workload and stress, 2) resources, 3) time, training, competence, 4) other student relationships, and 5) academic impact on rest of class (p.156). Loreman et al. used the work of Martinez (2003) who identified the core values of inclusive education as: "(a) positive attitudes toward increased inclusion of students with disabilities, (b) high sense of teaching efficacy and (c) willingness and ability to adapt one's teaching to meet the individual educational needs of students with disabilities" (p. 474). Martinez addresses all three of the components of attitude while Loreman et al., Antonak and Larrivee, and the researchers who developed the instruments they synthesized did not. In this way, there was a need for another instrument that could measure all three of the dimensions of attitude according to Fishbein and Ajzen.

Specifically, a tool was needed that would measure teacher attitudes toward the inclusion of children with disabilities. The review of the literature revealed this subject to have three key dimensions: a) Affective: Perceptions of students with disabilities (POS), b) Cognitive: Perceptions of professional roles and functions (PRF), and c) Conative: Beliefs about the efficacy of inclusion (BEI). There was no existing instrument found that measured all three dimensions (Cullen, Gregory, & Noto, 2010, p. 6).

The survey tool (Teacher Attitudes Toward Inclusion Survey - TATIS) was developed to measure teacher attitudes on all three dimensions of attitude. Becoming an effective teacher requires desire to be good for all students, including students with disabilities. Current educational practices require general education teachers to be effective instructors for all students (i.e., No Child Left Behind- NCLB, P.L. 107-110, 2001; Individuals with Disabilities Education Improvement Act-IDEIA, P.L. 108-446, 2004). In order to be effective teachers, pre-service teachers will gain skills in teacher preparation courses, field experience, student teaching, and later through on the job experience and professional development. Influences on teacher attitudes come from many sources personal experiences in K-12 education, personal knowledge of disabilities, and /or individuals with disabilities and the teacher preparations program.

Development of the TATIS-p

The TATIS focuses on attitudes as a combination of three factors, cognitive, affective and conative. In a presentation of data collected using the TATIS, Noto and Gregory found a higher variance on the reverse

scored items (Noto & Gregory, 2011). The TATIS reverse scores factor 2, respondents' beliefs about the efficacy of inclusion. This result is consistent with Fishbein and Ajzen's assertion that the cognitive and affective results to be more closely linked, and the conative factor to express higher variances (p. 506). To assess whether the higher variance is indeed a function of the conative facet of attitude and not a result of the reverse scoring of the items, the TATIS instrument was revised to be nearly entirely positively scored.

The TATIS-p fills a crucial gap in existing instrumentation to measure attitudes towards the inclusion of students with mild to moderate disabilities. It is anticipated that the TATIS-p will serve programs in evaluating whether their pre-service training programs are impacting teacher attitudes, and will help guide the development of programmatic efforts through its assessment of the three dimensions of attitude. The TATIS-p can also be used to investigate whether demographic, experiential, or other differences in teacher backgrounds impact the three dimensions of attitude towards inclusion.

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	Teacher Attitudes Toward Inclusion S	cale (TA:	IIS-P)					
Sec	tion 2: Teacher Attitudes Toward Inclusion Scale (TATIS-P).	Agree Very Strongly	Strangly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Disagree Very Strongly
1,	All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	0	2	3	•	(6)	0	0
2,	It is seldom necessary to remove students with mild to moderate disabilities from regular classrooms in order to meet their educational needs.	0	2	3	•	3	•	Ø
3,	Most or all separate classrooms that exclusively serve students with mild to moderate disabilities should be eliminated.	0	2	3	•	(6)	0	0
4,	Most or all regular classrooms can be modified to meet the needs of students with mild to moderate disabilities.	0	2	3	•	(3)	•	9
5.	Students with mild to moderate disabilities can be more effectively educated in regular classrooms as opposed to special education classrooms.	0	2	3	•	(6)	•	0
6.	Inclusion is a more efficient model for educating students with mild to moderate disabilities because it reduces transition time (i.e., the time required to move from one setting to another).	0	2	3	•	③	0	0
7.	Students with mild to moderate disabilities should be taught in regular classes with non-disabled students because they will not require too much of the teacher's time.	0	2	3	•			
8.	I believe including students with mild/moderate disabilities in regular classrooms is effective because they can learn the academic skills necessary for success.	0	(2)	3	•			Name Direc
9.	I believe including students with mild/moderate disabilities in regular classrooms is effective because they can learn the social skills necessary for success.	0	2	3	•			percej contai percej there
10.	I find that general education teachers often do not succeed with students with mild to moderate disabilities, even when they try their best.	0	2	3	•			Defin studer
11.	I would welcome the opportunity to team teach as a model for meeting the needs of students with mild/moderate disabilities in regular classrooms.	0	2	3	•			Visua mild/r
12,	All students benefit from team teaching; that is, the pairing of a general and a special education teacher in the same classroom.	0	2	3	•		1	. Wh
13.	The responsibility for educating students with mild/moderate disabilities in regular classrooms should be shared between general and special education teachers.	0	2	3	•			0000
14,	I would welcome the opportunity to participate in a consultant teacher model (i.e., regular collaborative meetings between	0	2	3	•		2	. Wh

and materials) as a means of addressing the needs of students



eacher Attitudes Toward Inclusion Scale (TATIS-F

erceptions of the inclusion of students with mild to moderate disabilities in regular classrooms. It also ontains questions pertaining to your beliefs about professional roles, attitudes toward collegiality, and perceptions of the efficacy of inclusion (i.e., whether or not you believe that inclusion can succeed). Becau tudents with mild to moderate disabilities into regular classrooms for 80% or more of the school day. Under

Visual Impairments; Physical Handicaps; Attention Deficit Disorders; Speech/Language Impairments; and

Full or part-time studen

. What is your degree status

4-10 years 11-20 years

Masters degree

In what area(s) are you currently certified or

Secondary/Middle Grades Math Secondary/Middle Grades Science K-12 Art/Music/Physical Educatio

ommunity where you are doing your fieldwork/internship Affluent - income/education in the highest 20%

Over the course of your career, describe the extent of your experience working with individuals with disabilities in school

Which of the following best describes the school where yo

Considerable -11- 80 hours per month

Extensive-81 hours or more per month

Elementary (K-2, K-3, K-4, K-5, or K-6)

Middle (middle grades 4-6, 5-6, or 4-8)

High School (grades 7-12, 8-12, or 9-12)

Not applicable (not currently in a field placeme

Intermediate (grades 6-8, of 7-8)

are doing your fieldwork/internship?

4 or more courses

and/or human service agencies.