

The Positive Attitudes Toward Pupils with Disabilities - - An Important Factor in the Inclusive Education

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Abstract This paper treats the concept of attitudes toward pupils with disabilities. Positive attitudes toward the disabled pupils play a great role in the inclusive education. The paper aims to measure pupils' attitudes toward their peers with disabilities, as when the pupils have in their class a disabled pupil, as when the pupils have not in their class a disabled pupil. The paper aims, also, to examine whether pupils' gender and pupils' age have impact on childrens' attitudes toward their disabled peers. It is used the CATCH test (Chedoke-McMaster Attitudes Towards Children with Handicaps) for measuring childrens' attitudes. Pupils of the fifth grade, sixth and seventh grade of some schools of Shkodra city have completed the CATCH test. There are also, made interviews with the teachers in order to get their opinions about pupils' attitudes toward their disabled peers. There are given the appropriate conclusions and suggestions.

Keywords :attitudes, disability, CATCH test.

Introduction

Including and involving people with disabilities in all aspects and spheres of life is an unalienable right. Such a fact is reinforced but various essential documents like the Covenant of Human Rights, Convention of the Right of People with Disabilities and so on. Inclusion and involvement in all spheres of life is a very long and hard process which can not be completed immediately. A very important aspect which makes it possible to include and involve these people is related to the attitudes of individual towards the disabilities and towards the people who have these disabilities. A society which is open and cooperative with people with disabilities finds it easier to conduct the inclusion of disabled people in life. On the other hand, a society which is stigmatizing and has negative attitudes towards people with disabilities will have a lot of difficulties to carry out this process.

Inclusion and involvement of people with disabilities makes one of big priorities of our country, as is the case with many other developed countries in the west. One of the major areas of focus in this case is the integration of pupils with disabilities into schools. To fit this purpose, we have considered it paramount to measure the attitude of the pupils towards their peers with disabilities, to conclude whether there are problems related to the attitude of the pupils towards the peers with disabilities. If so, then we need to identify these problems.

Theoretical Treatment

Combining elements from several definitions, attitudes may be viewed as learned cognitive, affective, and behavioral predispositions to respond positively or negatively to certain objects, situations, institutions, concepts, or persons (Aiken L.R. (2002) "Attitudes and Related Psychosocial Constructs, Theories, Assessment, and Research", Sage Publications, pg.3). The most popular definition, at least if one surveys recent social psychology texts, would suggest that attitudes consist of three classes of response (affective, cognitive, and behavioral) to a stimulus, or attitude, object. This view, popularized by Milton Rosenberg and Carl Hovland in the early 1960s (Rosenberg and Hovland 1960), basically suggests that an attitude consists of how we feel, what we think, and what we are inclined to do about an attitude object (Fazio R.H., Petty R. (2008) "Attitudes, Their Structure, Function and Consequences", New York, pg.7).

Methodology of preparation and development of this paper

Aims and objectives of this paper. The main aims and objectives are :

- Measuring the attitudes of pupils towards the affective, behavioral and cognitive components of the attitudes.
- Measuring the attitudes of pupils who have as peers pupils with disabilities and of pupils who do not have classmates with disabilities.
- Analyzing the influence of pupils gender on the attitudes of pupils toward their peers with disabilities.

- Measuring the attitudes of pupils of grades five, six, and seven towards their peers or classmates with disabilities.

Hypothesis of the study

Hypothesis 1. The presence of pupils with disabilities in a classroom has an influence on the positive attitude of children towards disabilities.

Hypothesis 2. Female pupils appear to have more positive attitudes towards their classmates with disabilities than male pupils.

The hypotheses of my study are related to many theories about attitudes. According to many theories, such as contact theory, which asserts that positive and direct contact between different groups of people can reduce bias (Allport, 1954, Roper 1990), was built the first hypothesis of the paper. There are made some studies in the world about the gender impact on children attitudes toward disabled pupils. According to these studies, pupils' gender affects their attitudes toward their peers with disability. In general, girl pupils have more positive attitudes toward disabled pupils compared to boy pupils. The second hypothesis is built based on such studies.

For the realization of this study I have employed a combined methodology. I have used the technique of questionnaires. The measuring instrument is the CATCH questionnaire (Chedoke-McMaster Attitudes Towards Children with Handicaps). We have engaged to groups of pupils in this study. One of the groups has peers with disabilities in their class and the other group does not have peers with disabilities in their class. The study measures the attitude of pupils towards their pupils with disabilities. The measuring instrument is the standardized CATCH test. I have also employed the technique of interviewing teachers of public schools in which there are pupils with disabilities integrated into their classes and also the method of focus-group with teachers from these schools for the purpose of obtaining their opinions related to the attitude of the pupils towards the pupils with disabilities, the inclusion and involvement of such pupils in the class and the identification of the problems that are encountered by the teachers in the process of teaching in these classes where pupils with disabilities have been integrated.

Sampling

The people group in this study consists of pupils and teachers from public elementary schools in the city of Shkodër. I have used statistics from the General Regional Office of Education to identify the schools which have pupils with disabilities and to identify the classes in which such pupils have been integrated. The pupils are from grades five, six and seven. This is for the reason that the CATCH test is adaptable for the age groups varying from 9 to 13 years of age. The inclusion of the subjects has been realized with respect to the ethical principles that should accompany this process, without forcing anyone into this process and having the permission of the respective authorities. The sample for the study consists of pupils without disabilities who study in public schools and of their teachers. The selection of the subjects has been carried out on a rational basis. The sampling is not casual or random, but it is a representative sample of the pupils who study in public primary schools in the city of Shkodra. The subjects who are pupils have been studied using the following variables: gender, class, and presence of pupils with disabilities in their classes.

Inclusion criteria:

- They had to be pupils in public schools.
- They had to be pupils in the primary level of education.
- They had to be pupils of grades five, six, or seven.
- They had to be both boys and girls.
- They were considered based on whether they had or did not have pupils with disabilities in their classes.
- We had to include pupils who do not have relative with disabilities.

Exclusion criteria:

- Refusal of permission from the Regional Office of Education for these pupils to be included.
- Refusal of permission from the parents for these pupils to be included.
- Refusal of permission from the respective schools for these pupils to be included.
- Refusal of the pupils themselves to be included.
- Having relatives with disabilities.

- Filling in two alternatives in the questionnaire.
- Default of more than 5 elements of the questionnaire.
- Having a friend with disabilities, but not in their own class. Here, we are talking about pupils who study in classes where there are no pupils with disabilities.

General data related to the pupils who participated in the study

In the study, we had the participation of 120 pupils in total. 37 pupils or 30,8% of the pupils participating in the study are in grade five, 40 pupils (33,3%) are in grade six and 43 pupils or 35,8% of the pupils participating in the study are in grade seven. In the study, we had the participation of 66 pupils who are boys or 55% of the pupils participating in the study and 54 pupils who are girls 45%. 61 pupils (50,8%) of the pupils participating in the study have in their class peers pupils with disabilities, while 59 pupils (49,2%) of the pupils participating in the study do not have in their class peers pupils with disabilities. 41 pupils participating in the study have pupils with mental disability in their class, 20 pupils participating in the study have pupils with mental and visual disabilities in their class, 59 pupils do not have peers with disabilities in their classes. In this study participated 3 (three) primary public schools. 40 pupils (33,3% of the pupils participating in the study) are from "Dëshmorët e Prishtinës" school, 37 pupils (30,8%) are from "Mati Logoreci" school, 43 pupils (35,8%) are from "Skënderbeg" school. It should be specified here that 7 pupils did not fill out the questionnaire because they did not want to. Fair enough, I have respected their desire and I have not made any comments concerning their choice.

General data concerning the teachers and directors who were interviewed and have participated in the focus-group. There have been 13 interviews and one focus-group. In the focus group, which was organized in Shkodra, participated six teachers from Pashko Vasa primary school.

Apparatus / Materials. With the pupils I have employed the CATCH test to measure their attitudes towards their peers with disabilities. The CATCH test was given by one of the authors, by Rosenbaum, after he was contacted electronically or via email. A formal request was made so that he would allow me to use the CATCH test. The permission was confirmed electronically and the test was provided by the author Rosenbaum.

Content of the questionnaire. CATCH is based on the component model of attitudes proposed by Triandis (1971). According to this model, it is thought that attitudes cover or comprise three dimensions: a) the *affective component*, b) the *implied behavioural component*, and finally, c) the *cognitive component* (Ostrom, 1969; Triandis, 1971) (Rosenbaum P. L., Armstrong R. W., King S. M., (1986) "Children's Attitudes Toward Disabled Peers: A Self-Report Measure", Journal of Pediatric Psychology, Vol. 11, No. 4, page 518).

CATCH contains 36 items, 12 items in each component with an equal number of positively and negatively worded statements. The items are arranged in random order, alternating positive and negative statements. CATCH is scored on a 5-point Likert scale with values ranging from 0 (strongly disagree) to 4 (strongly agree). Negatively worded items are inversely coded. Factor and total scores are derived by summing items, dividing sums by the number of items, and multiplying by 10. A high score represents a more positive attitude (Rosenbaum P. L., Armstrong R. W., King S. M., (1986) "Children's Attitudes Toward Disabled Peers: A Self-Report Measure", Journal of Pediatric Psychology, Vol. 11, No. 4, page 520-521).

The method of completing the questionnaire. The questionnaires have been filled out by the pupils themselves. The questionnaires were distributed in the respective schools. The pupils filled them out in class. The administration of the questionnaires (distribution and collection) was conducted during the months of September, October, November and December.

The method of analysis. The data collected from the questionnaires was analyzed by means of the SPSS program, variant 14. I have estimated the reliability of the test and I have intervened to increase the reliability of the data collected through this process. I have carried out the coding of the variables according to the respective rules defined by the authors. I have created respective indexes according to the guidelines.

Content of the interviews and focus-group. The contents of the interviews and focus-groups was thought in a way as to collect the opinions of teachers concerning: a) attitudes of pupils towards pupils with disabilities; b) indicators for the structure; c) indicators of the teaching and learning process. Concerning *the attitude of the pupils* towards pupils with

disabilities I have aimed to collect the opinion of the teachers in relation to: a) the attitude of the pupils towards pupils with disabilities; b) the affective component of the attitude of the pupils towards pupils with disabilities; c) the behavior of the pupils towards pupils with disabilities; d) the perception of the pupils towards pupils with disabilities; e) the attitude and behavior of the parents of children without disabilities towards pupils with disabilities who have been integrated into classrooms where their children learn. Concerning the **indicators of structure**, I have aimed to collect the opinion of the teachers in relation to: a) *human resources*, like: the number of pupils in the class, presence or existence of supportive teachers, inclusion of teachers in qualification processes for the integration of pupils with disabilities into their schools, the existence of other supportive personnel in schools, etc; b) *structural resources*, like: the existence of labs in schools for children with disabilities, the existence of necessary spaces for the effective teaching and learning process with children with disabilities, the existence of a resource center in schools, the existence of the necessary didactic materials for the work with pupils with disabilities. Concerning the **indicators of teaching and learning process**, I have aimed to collect the opinion of the teachers in relation to: a) the existence of an individual based educative plan for pupils with disabilities; b) the relationship of the school with other supporting institutions; c) the relationship of the school with other schools. The content of the interviews and focus-group is based on the book Gherardini P., Nocera S, AIPD (2000) "L'integrazione scolastica delle persone Down", Erickson.

The piloting stage. In the beginning, the tests have been translated into Albanian by the professors of the Department of Psychology and Social Work and professors of the English Department. After concluding with a single variant, the questionnaires were printed and distributed for the pupils in "Pashko Vasa" 9th grade school with pupils from grade five, and for "Ndre Mjeda" 9th grade school with pupils of grade six. The data was put into the SPSS program variant 14. After that, I considered the internal reliability of the test. The internal reliability of the questionnaires with pupils resulted to be with coefficient Alpha Cronbach=0,531. Later, I considered it as important to review the questionnaires for the pupils. Emphasis was placed on a better and simpler adaptation into the Albanian language to make some of the elements of the questionnaire more understandable for the pupils. Redistribution was carried out for "Ndre Mjeda" 9th grade school, grade five. The questionnaires was completed by 37 pupils, 14 (37,8%) boys and 23 (62,2%) girls. I analyzed the internal reliability. The internal reliability of the questionnaires with pupils resulted to be with coefficient Alpha Cronbach 0,832. Redistribution was carried out after two weeks with the same subject to measure the test-retest reliability. Reliability resulted to be the same; 0,832. The final form of the CATCH test was printed and the questionnaire was then ready for application. In the questionnaire for the pupils the variables are: gender, class and presence of pupils with disabilities in the class. Then, I put the data in the system and estimated the reliability. The reliability of the CATCH questionnaire: Alfa Cronbach =0,53. In order for the created indexes to be most reliable, I considered it as very important to remove some of the elements of the questionnaire. I removed elements which correlated the least with each other (Corbetta, G. P. (2002) "Metodologia e tecniche della ricerca sociale", Il Mulino, Bologna). More specifically, I have removed elements: 4, 14, 16, 18, 20, 24, 26, 28, 30. In total, the CATCH test includes 27 elements. I have paid special attention so that the number of elements for each component is equal. So, each of the components (the affective component, the behavioral component and the cognitive component) is given 9 elements. Also, I have paid special attention so that the number of elements expressed positively and negatively for each component is equal. Each of the components (the affective component, the behavioral component and the cognitive component) is given 6 elements expressed positively and 3 elements expressed negatively. Now, the reliability of the CATCH questionnaire: Alfa Cronbach =0,732.

Findings of the study

Tab.1. General data concerning the attitude of pupils towards their peers with disabilities and concerning the results of the components of attitudes

	N	Mean	Median	Mode	Minimum	Maximum
General attitude	120	22,3116	22,5900	22,96	10,00	35,19
Affective component	120	24,3428	25,5600	25,56	6,67	36,67
Behavioral component	120	25,2041	25,5600	26,67	12,22	40,00
Cognitive component	120	17,3892	17,7800	18,89	8,89	30,00

There are 27 elements of the questionnaire and each element has a minimal evaluation of zero (0) and a maximal evaluation of four (4), after the coding has been carried out accordingly. In total, the points are calculated this way: you add the points of the elements, the sum is divided by the number of the elements and the result is multiplied by 10. Thus, the ideal number of points would be calculated this way: $27 \times 4 = 108$. $108/27 = 4$. $4 \times 10 = 40$. So, the maximum number of points obtained would be 40. The general attitude of the pupils towards their peers with disabilities is good. The average points of the general attitude of the pupils towards their peers with disabilities is 22,31. The maximum number of points obtained is 35,19 and this maximum was obtained from a very low percentage of the pupils (0,8%.) The minimum number of points was 10 and this was obtained from a small number of pupils (0,8%).

Concerning the affective, behavioral and cognitive components we have a situation like this. There are 9 elements for each component and each element has the minimum value of evaluation equal to zero and the maximum value of evaluation equal to 4, of course after careful coding according to the rules. In total, the points are calculated this way: you add the points of the elements, the sum is divided by the number of the elements and the result is multiplied by 10. So, the maximum ideal points obtained for the affective component of the attitude would be calculated this way: $9 \times 4 = 36$. $36/9 = 4$. $4 \times 10 = 40$. Thus, the maximum ideal points obtained for each component of the attitude would be equal to 40. By analogy, it is clearly understood that the minimum points would be 0. The affective component of attitude of pupils towards their peers with disabilities is favourable. The average points of the affective component for the attitude of pupils towards their friends with disabilities is relatively good, 24,34. In the same way the mode is 25,56. The minimum of the points is 6,67 obtained from 0,8% of the pupils participating in the the study, whereas the maximum points obtained was 36,67, and this was collected from 0,8% of the pupils participating in the study. The behavioral component of attitude of pupils towards their peers with disabilities is favourable. The average points of the behavioral component for the attitude of pupils towards their friends with disabilities is relatively good, 25,20. In the same way the mode is 26,67. The minimum of the points is 12,22, obtained from 2,5% of the pupils participating in the the study, whereas the maximum points obtained was 40 and this was collected from 0,8% of the pupils participating in the study. The cognitive component of attitude of pupils towards their peers with disabilities is not favourable. The average points of the affective component for the attitude of pupils towards their friends with disabilities is not good, 17,38. In the same way the mode is 18,89. The minimum of the points is 8,89, obtained from 0,8% of the pupils participating in the the study, whereas the maximum points obtained was 30 and this was collected from 0,8% of the pupils participating in the study.

Comparing the average points for the presence of the disabilities in the classroom

Concerning the general attitude of the pupils, the presence of disabilities in the classroom does not influence the general attitude of pupils towards their peers with disabilities (Sig=0,579). So, statistically speaking there is no significant change or difference in the general attitude of the pupils who have in the classes pupils with disabilities from those who do have pupils with disabilities in their classes. The average points of those who have in their classes pupils with disabilities is 22,52, whereas average points of those who have do not in their classes pupils with disabilities is 22,09. Concerning the components of the attitude, there are no statistically based relationship between the presence of pupils with disabilities and these components. As for the affective component of the attitude we have Sig=0,409. Pupils who do not have peers with disabilities in their classes have a lower average of point for the affective component (23,88), whereas the children who have peers with disabilities in their classes have a higher average of point for the affective component (24,79). As for the behavioral component of the attitude we have Sig=0,871. Pupils who do not have peers with disabilities in their classes have a higher average of point for the behavioral component (25,29), whereas the children who have peers with disabilities in their classes have a lower average of point for the behavioral component (25,11). As for the cognitive component of the attitude we have Sig=0,454. Pupils who have peers with disabilities in their classes have a higher average of point for the cognitive component (17,65), whereas the children who do not have peers with disabilities in their classes have a lower average of point for the cognitive component (17,11).

Comparing the average points in relation to the gender of the pupils

The gender of the pupils doesn't affect the general attitude of pupils towards their peers with disabilities (Sig=0,870). The total average point for the attitude of the boys is 22,25, whereas the average of the points for the girls is 22,38. Concerning the components of the attitude, there is no statistically based relationship between gender and these components. As for the affective component of the attitude Sig=0,948. Girl pupils have an average of points for the affective component of the attitude which is higher (24,38), whereas boy pupils have an average of points for the affective component of the attitude which is lower (24,31). As the behavioral component of the attitude Sig=0,208. Girl pupils have

an average of points for the behavioral component of the attitude which is higher (25,94), whereas boy pupils have an average of points for the behavioral component of the attitude which is lower (24,59). As for the cognitive component $t_{q\ddot{e}ndrimit}$ Sig=0,140. Boy pupils have an average of points for the cognitive component which is higher (17,86), whereas girl pupils have an average of points for the cognitive component which is lower (16,81), but there is no statistically based relationship between them.

Comparing the average points in relation to the class of the pupils

There is no statistically significant difference in pupils of different classes or grades in relation to their attitude towards their peers with disabilities (Sig.=0,696). The lowest average of points goes with grade six (21,97), and the highest goes with grade seven (22,73). There is no statistically significant difference in the points of the affective component of the attitude for different classes or grades in relation to their attitude towards their peers with disabilities (Sig=0,208). The lowest average of points goes with six grade (23,33), and the highest goes with grade seven (25,42). There is no statistically significant difference in the points of the behavioral component of the attitude for different classes or grades in relation to their attitude towards their peers with disabilities (Sig=0,248). The lowest average of points goes with grade six (23,94), and the highest goes with grades five and seven, respectively 25,85 and 25,81. There is statistically significant difference in the points of the cognitive component of the attitude for different classes or grades in relation to their attitude towards their peers with disabilities (Sig=0, 0,038). The lowest average of points goes with grade five (16,54), and the highest goes with grade six (18,63).

Data obtained from the interviews and the focus-group developed with teachers on the issue of inclusive education.

Concerning the indicators of structure, teachers share such opinions: The number of the pupils in the classroom where there are pupils with disabilities is almost always the same as the number of the pupils in the classes where such pupils have not been integrated. In general, teachers state that the number of the pupils in the classes where there are pupils with disabilities should be lower than in other classes. In the schools where pupils with disabilities have been integrated, in general, there are no supporting teachers. The teachers desire the existence and presence of such teachers. The teachers highly esteem the role of the teacher in charge for a certain class. This is usually a teacher is always there for the pupils and especially for the pupils with disabilities. Teachers also value the cooperation and interaction with the teacher in charge of a certain class or grade. In general, teachers affirm that they have not been involved in qualification processes recently. They want such a thing and they consider it necessary for their qualifications to deal the pupils with disabilities. As a general rule, there are psychologists in schools. There are schools in which there is no psychologist and the teachers demand the presence of a psychologist school. They list various reasons for this as for example, bloodfeud, family problems, the presence of children with disabilities in their classes, etc. In the schools where there is a psychologist, the same helps the teachers with their work with pupils with disabilities. In schools, there is also other assisting personnel like the stomatologist and the nurse. In relation to the existence of labs for the pupils with disabilities, teachers hold that such labs do not exist. The major part of the teachers thinks that there are not enough spaces for the pupils with disabilities. Even for those teachers who think there are such spaces, they state that they are not suitable for pupils with disabilities. There is no resource center in the schools concerning disabilities. There are very few materials in the libraries concerning pupils with disabilities. The teachers also affirm that there are or special didactic material for the work with pupils with disabilities. In general, the teachers say that they prepare the material themselves with what they have at their disposal.

Concerning the indicators of the teaching and learning process, teachers share such opinions:

In general, there is no individualized plan for teaching pupils with disabilities. However, there are teachers who work with an individualized plan for teaching pupils with disabilities. The relations of the schools with other institutions are good. In particular, the teachers appreciate the cooperation of the medicals concerning various problems that their pupils might have. One positive experience is that of the pupils of "Pashko Vasa" school with the Center for Development in Shkodra. The teachers and the personnel from this center cooperate very well and they contribute towards the wellbeing of the pupils with disabilities who are going to this school, even due to the proximity of these two institutions. Concerning the cooperation among the schools, the teachers say that they cooperate with teachers from other schools. They cooperate with teachers they know, but there are no institutional relations among schools. The cooperation happens in the form of experience exchange among friends and acquaintances. The teachers consider the integration of pupils with disabilities into schools as very important and necessary, because such a process makes it possible for these children to feel equal

to the rest of the society. They also say that this process should not be hastened and that there are a lot of difficulties in the implementation of the process, and as a result many of the teachers think that it would be better to have a special school for these children and well trained and well qualified staff especially for these pupils.

Conclusions

The attitude of pupils towards their peers with disabilities is positive, but there is still a lot to be done in this aspect. The affective and behavioral components of the attitude of the pupils towards their peers with disabilities are favorable, whereas the cognitive component of the attitude of the pupils towards their peers with disabilities is not favorable.

The presence of disabilities in the class does not necessarily provoke a difference in the attitude of the pupils. The gender of the pupils does not influence the general attitude of pupils towards their peers with disabilities. There are no statistically significant changes in the general attitude of the pupils from various grades or classes towards their peers with disabilities.

Concerning the components of the attitude, there are no statistically significant differences between the presence of pupils with disabilities in a class and these components, and there are no statistically significant differences between the gender of pupils and these components. There are no statistically significant differences in the points of the affective and behavioral components of the attitude in various grades concerning their peers with disabilities. There are statistically significant differences in the points of the cognitive component of the attitude in various grades concerning their peers with disabilities. The lowest average of points for the cognitive component goes for the pupils of fifth grade and the highest average goes for pupils of the sixth grade.

In the schools where these pupils have been integrated there are no supporting teachers. In general, the teachers have not been involved in qualification processes recently. There are no specialized labs for pupils with disabilities in the schools and there are not enough quality spaces for these pupils with disabilities. In the schools, there are no centers for resources concerning disabilities. The libraries are lacking in books and materials related to disabilities. There are no special didactic materials available for the teachers and for the pupils with disabilities, and in general there is no individualized plan of education for children with disabilities. The relations of the schools with other institutions are quite good. The teachers appreciate the cooperation with the psychologist concerning various problems that they encounter. There is cooperation among school but this occurs only on the level of individual teachers and these relations are not institutional.

Recommendations

The following recommendations would be necessary:

- ✓ Promotion positive attitudes towards pupils with disability, especially improving the cognitive component of attitude.
- ✓ Involving the teachers in qualifying processes concerning disabilities.
- ✓ More detailed knowledge on the part of the teachers of the essential documents concerning the rights of the individuals with disabilities and of the legal basis in Albania concerning the education of people with disabilities.
- ✓ A further awareness of the teachers concerning the integration of the pupils with disabilities into schools as a necessary process.
- ✓ The reduction of the number of pupils in classes where pupils with disabilities have been integrated.
- ✓ The designation of supporting teachers in schools where pupils with disabilities have been integrated.
- ✓ The equipping of the schools with special labs for the pupils with disabilities.
- ✓ The provision of the necessary and suitable spaces in schools where pupils with disabilities have been integrated
- ✓ The equipping of the schools with resource centers concerning pupils with disabilities and the equipping of the schools with special didactic materials concerning disabilities and related to the work with pupils with disabilities.
- ✓ The compilation of an individualized plan of education for pupils with disabilities.
- ✓ The improvement of the institutional relations among schools in general and especially with special school if there are any, and to aim for the improvement of the quality of the cooperation.
- ✓ The awareness of the parents in relation to the integration of the pupils with disabilities in schools, as a necessary process.

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