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Special Education

THE EFFECT OF A SINGLE INTRODUCTORY SPECIAL EDUCATION COURSE
ON THE ATTITUDES OF PROSPECTIVE TEACHERS TOWARD INCLUSION (146
pp.)

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In a study conducted at a Midwestern state university The Teachers' Attitudes Toward Inclusion Survey (TATIS-P) was used to investigate the impact of an introductory special education course on the attitudes of 207 prospective general and special education teachers about the inclusion of students with mild to moderate disabilities in general education classrooms.

After completing an introductory special education course, the overall attitudes of prospective general and special education teachers towards the inclusion significantly improved. Further analysis of the three constructs that comprise the TATIS-P revealed a significant change among prospective general and special education teachers' attitudes toward students with mild to moderate disabilities in inclusive settings. Additionally, prospective special education teachers' beliefs about the efficacy of inclusion significantly improved after completing the introductory special education course. These findings are important because students with disabilities in inclusive settings experience increased meaningful participation when their teachers have positive attitudes toward inclusion. In turn, greater participation in general education classrooms correlate with higher levels of engagement, achievement, and social adjustment of students with disabilities at school.