

Πρόγραμμα Μεταπτυχιακών Σπουδών Εξειδίκευσης του Τμήματος Ελληνικής Φιλολογίας του
Δημοκριτείου Πανεπιστημίου Θράκης

σε συνεργασία με το

ΕΚΕΦΕ Δημόκριτος – Ινστιτούτο Πληροφορικής και Επικοινωνιών με τίτλο: «Εξειδίκευση στις
Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της ένταξης»

**Η ΣΥΜΠΕΡΙΛΗΨΗ ΜΑΘΗΤΩΝ ΣΤΟ ΦΑΣΜΑ ΤΟΥ ΑΥΤΙΣΜΟΥ ΥΨΗΛΗΣ
ΛΕΙΤΟΥΡΓΙΚΟΤΗΤΑΣ ΣΤΟ ΓΕΝΙΚΟ ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ. ΑΠΟΨΕΙΣ ΚΑΙ
ΣΤΑΣΕΙΣ ΤΩΝ ΔΑΣΚΑΛΩΝ ΓΕΝΙΚΗΣ ΚΑΙ ΕΙΔΙΚΗΣ ΑΓΩΓΗΣ.**

**INCLUSION FOR STUDENTS WITH HIGH-FUNCTIONING AUTISM
SPECTRUM DISORDERS IN GENERAL ELEMENTARY SCHOOL. OPINIONS
AND ATTITUDES OF THE GENERAL AND SPECIAL EDUCATION
TEACHERS.**

της

Γαλανοπούλου Δήμητρας

Μεταπτυχιακή διατριβή που υποβάλλεται

στην τριμελή επιτροπή για την απόκτηση του μεταπτυχιακού τίτλου του Προγράμματος
Μεταπτυχιακών Σπουδών Εξειδίκευσης του Τ.Ε.Φ-Δ.Π.Θ. σε συνεργασία με το Ε.Κ.Ε.Φ.Ε.
Δημόκριτος – Ινστιτούτο Πληροφορικής και Επικοινωνιών με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και
Ειδική Αγωγή – Ψυχοπαιδαγωγική της ένταξης»

Εγκεκριμένο από την τριμελή επιτροπή:

1^{ος} Επιβλέπουσα: Δρ. Χριστίνα Συριοπούλου, Επίκουρη
Καθηγήτρια, Πανεπιστήμιο Μακεδονίας

2^{ος} Επιβλέπουσα: Δρ. Καραμπατζάκη Ζωή,
Συνεργαζόμενη Ερευνήτρια, Ι.Π.Τ. ΕΚΕΦΕ
ΔΗΜΟΚΡΙΤΟΣ

3^{ος} Επιβλέπουσα: Δρ. Κατσαντώνη Σπυριδούλα,
Συνεργάτιδα Ερευνήτρια, , Ι.Π.Τ. ΕΚΕΦΕ ΔΗΜΟΚΡΙΤΟΣ

Αθήνα, 2018

Περίληψη

Η παρούσα έρευνα εξετάζει τις στάσεις και τις απόψεις των δασκάλων γενικής και ειδικής αγωγής των γενικών και ειδικών δημοτικών σχολείων ως προς τη συμπερίληψη μαθητών με ΔΑΦ-Υ.Λ.Α. (Διαταραχή Φάσματος Αυτισμού – Υψηλής Λειτουργικότητας Αυτισμός) στη γενική τάξη καθώς και την πιθανή σύνδεσή τους με τα δημογραφικά χαρακτηριστικά των εκπαιδευτικών. Η διερεύνηση των στάσεων των δασκάλων είναι σημαντική καθώς αυτές αντικατοπτρίζονται στο εκπαιδευτικό τους έργο επηρεάζοντας άμεσα την συμπεριληπτική πορεία των μαθητών με ΕΕΑ (Ειδικές Εκπαιδευτικές Ανάγκες) και αναπηρίες, συμπεριλαμβανομένων των μαθητών με ΔΑΦ-Υ.Λ.Α. στο γενικό δημοτικό σχολείο. Τα δεδομένα της έρευνας συλλέχθηκαν μέσω του ερωτηματολογίου «The teacher Attitudes Toward Inclusion Scale (TATIS)» που κατασκευάστηκε από τους Cullen, Gregory, και Noto (2010) και χρησιμοποιήθηκε στις έρευνες της Wilkerson (2012), Αθανάσογλου (2014) και Λουδοβιώτη (2017). Στην παρούσα έρευνα συμμετείχαν 276 εκπαιδευτικοί γενικής και ειδικής αγωγής εργαζόμενοι σε γενικά και ειδικά δημοτικά σχολεία. Προκειμένου να γίνει η ανάλυση των αποτελεσμάτων το δείγμα χωρίστηκε σε τέσσερις υποομάδες (οι εκπαιδευτικοί γενικής αγωγής εργαζόμενοι σε γενική τάξη, οι εκπαιδευτικοί γενικής αγωγής εργαζόμενοι σε παράλληλη στήριξη ή τμήμα ένταξης, οι εκπαιδευτικοί ειδικής αγωγής εργαζόμενοι σε παράλληλη στήριξη ή τμήμα ένταξης και οι εκπαιδευτικοί ειδικής αγωγής εργαζόμενοι σε ειδικό σχολείο). Τα αποτελέσματα της συγκεκριμένης έρευνας έδειξαν ότι οι στάσεις των εκπαιδευτικών για τη συμπερίληψη των μαθητών με ΔΑΦ-Υ.Λ.Α. στη γενική τάξη ήταν γενικά θετικές. Στατιστική σημαντικότητα των θετικών στάσεων των δασκάλων σημειώθηκε με την ηλικία τους αλλά και την εμπειρία συνδιδασκαλίας.

Λέξεις κλειδιά: Συμπερίληψη, Διαταραχές Αυτιστικού Φάσματος, Υψηλά Λειτουργικός Αυτισμός, Στάσεις εκπαιδευτικών, Συνεργατική διδασκαλία

Abstract

This study examines the attitudes and the views of the general and special education teachers of the general and special elementary schools for the inclusion of students with HFASD (High-Functioning Autism Spectrum Disorders) in general education classroom as well as the possible connection with their demographic characteristics. The exploration of teachers' attitudes is important as they are reflected in their educational work, directly affecting the enrollment course of pupils with SEN and disabilities, including students with HFASD in the elementary school. The survey data were collected through a modified version of the "TATIS" questionnaire constructed by Cullen, Gregory, and Noto (2010) and used in Wilkerson (2012), Athanasoglou (2014) and Loudovioti (2017). To investigate these issues, a statistically reliable number of questionnaires (n=276) were distributed to a diversified teachers population. In order to analyze the results, the sample was divided into four subgroups (general education teachers working in general classrooms, general education teachers working in parallel support or in integration units, special education teachers working in parallel support or in integration units and special education teachers working in special schools). Results demonstrated that teachers' attitudes for the inclusion of students with HFASD in the general classroom were generally positive. The statistical significance of the positive attitudes of the teachers was based on their experience of co-teaching and their age.

Key Words: Inclusion, Autism Spectrum Disorder (ASD), Teacher Attitudes, Cooperative teaching

ΒΙΒΛΙΟΓΡΑΦΙΑ

Αθανάσογλου, Ε. (2014). Στάσεις εκπαιδευτικών γενικής και ειδικής αγωγής δημοτικής εκπαίδευσης ως προς τη συμπερίληψη μαθητών με Διαταραχές Αυτιστικού Φάσματος (ΔΑΦ - Υψηλής Λειτουργικότητας Αυτισμό (Υ.Λ.Α.)). (Μεταπτυχιακή διατριβή, Τμήμα Εκπαιδευτικής και Κοινωνικής Πολιτικής, Πανεπιστήμιο Μακεδονίας). Ελλάδα.

Ainscow, M. (2005). Developing inclusive education systems: what are the levers for change?. *Journal of Educational Change*, 6(2), 109-124.

Akgul, E. M. (2012). Are we ready for an inclusive classroom?: school administrators' and teachers' perceptions of autism. *Energy Education Science and Technology Part B-Social and Educational Studies*, 4(4), 1925–1934.

Alquraini, T., & Gut, D. (2012). Critical components of successful inclusion of students with severe disabilities: Literature review. *International Journal of Special Education*, 27, 42-59.

American Psychiatric Association. (2013). The Diagnostic and statistical manual of mental disorders, text revision. Washington, D.C.: American Psychiatric Association.

Angelides, P., Stylianou, T., & Gibbs, P. (2006). Preparing teachers for inclusive education in Cyprus. *Teaching and Teaching Education*, 22(4), 513-522.

- Avissar, G., Reiter, S., & Leyser, Y. (2003). Principals' views and practices regarding inclusion: the case of Israeli elementary school principals. *European Journal of Special Needs Education, 18*(3), 355–369.
- Avramidis, E., Bayliss, P., & Burden, R. (2000). Student teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school. *Teaching and Teacher Education, 16*(3), 277–293.
- Avramidis, E., & Kalyva, (2007). The influence of teaching experience and professional development on Greek teachers' attitudes towards inclusion. *European Journal of Special Needs Education, 22*, 367–89.
- Bond, C., & Hebron, J. (2016). Developing mainstream resource provision for pupils with autism spectrum disorder: staff perceptions and satisfaction. *European Journal of Special Needs Education, 31*(2), 250-263.
- Buell, M. J., Hallam, R., Gamel-McCormick, M., & Scheer, S. (1999). A survey of general and special education teachers' perceptions and inservice needs concerning inclusion. *International Journal of Disability, Development, and Education, 46*, 143–156.
- Cassimos, D. C., Polychronopoulou, S. A., Tripsianis, G. I., & Syriopoulou-Delli, C. K. (2013). Views and attitudes of teachers on the educational integration of students with autism spectrum disorders. *Developmental Neurorehabilitation, 1–11*.
- Cassady, J. M. (2011). Teachers' Attitudes Toward the Inclusion of Students with Autism and Emotional Behavioral Disorder. *Electronic Journal for Inclusive Education, 2*(7), 5.

Causton-Theoharis, J., & Theoharis, G. (2008). Creating Inclusive Schools for All Students. *School Administrator*, 65(8), 24–25.

Carter, E. W., & Hughes, C. (2006). Including high school students with severe disabilities in general education classes: Perspectives of general and special educators, paraprofessionals, and administrators. *Research and Practice for Persons with Severe Disabilities*, 31, 174Y185.

Γενά, Α. (2002). *Αυτισμός και Διάχυτες Αναπτυξιακές Διαταραχές*. Αθήνα: Αυτοέκδοση.

Γενά, Α. (2017). *Συστημική, συμπεριφορική - αναλυτική προσέγγιση*. Αθήνα. Gutenberg - Γιώργος & Κώστας Δαρδανός.

Chung, W., Chung, S., Edgar-Smith, S., Palmer, R. B., DeLambo, D., & Huang, W. (2015). An Examination of In-Service Teacher Attitudes Toward Students with Autism Spectrum Disorder: Implications for Professional Practice. *Current Issues in Education*, 18(2).

Γιαννακούλια, Β. Πανοπούλου-Μαράτου, Ο. (2007). Αντιλήψεις εκπαιδευτικών πρωτοβάθμιας εκπαίδευσης για τον αυτισμό. Στο: Ζώνιου-Σιδέρη, Α. Ντεροπούλου-Ντερού, Ε. Παπαδοπούλου, Κ. *Η έρευνα στην ειδική αγωγή, στην ενταξιακή εκπαίδευση και στην αναπηρία* (τομ. Α', σελ. 163-176). Αθήνα: Πεδίο.

Ciesielski KT, Harris RJ. Factors related to performance failure on executive tasks in autism. *Child Neuropsychology* 1997;3:1– 12.

- Cook, L., & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*, 28(3), 1–16.
- Damore, S. J., & Murray, C. (2009). Urban elementary school teachers ' perspectives regarding collaborative teaching practices. *Remedial and Special Education*, 30(4), 234–244.
- Eagly, A. H., & Chaiken, S. (1993). *The psychology of attitudes*. Orlando: Harcourt Brace Jovanovich College Publishers.
- Eldar, E., Talmor, R., & Wolf-Zukerman, T. (2010). Successes and difficulties in the individual inclusion of children with Autism Spectrum Disorder (ASD) in the eyes of their coordinators. *International Journal of Inclusive Education*, 14(1), 97-114.
- Ζώνιου-Σιδέρη, Α. (2011). *Οι ανάπηροι και η εκπαίδευσή τους*. Αθήνα: Πεδίο.
- Finke, E. H., Finke, E. H., McNaughton, D. B., & Drager, K. D. R. (2009). "All children can and should have the opportunity to learn": General education teachers' perspectives on including children with autism spectrum disorder who require AAC. *Augmentative and Alternative Communication*, 25(2), 110–122.
- Firth, U. (1999) *ΑΥΤΙΣΜΟΣ*. Αθήνα: Ελληνικά Γράμματα.
- Friend, M., & Bursuck, W. (1997). *Including students with special needs: a practical guide for classroom teachers* (7th edit.). Pearson.

Gregor, E. M. C., & Campbell, E. (2001). The Attitudes of Teachers in Scotland to the Integration of Children with Autism into Mainstream Schools. *Autism, 5*(2), 189–207.

Idol, L. (2006). Toward inclusion of special education students in general education a program evaluation of eight schools. *Remedial and Special Education, 27*(2), 77–94.

IDEA Amendments. (2004). <https://sites.ed.gov/idea/> (Ανακτήθηκε από 25-3-2018)

Jones, A., P., & Frederickson, N. (2010). Multi-informant predictors of social inclusion for students with autism spectrum disorders attending mainstream school. *Journal of Autism & Developmental Disorders, 40*, 1094–1103.

Kasa-Hendrickson, C., & Kluth, P. (2005). ‘We Have to Start with Inclusion and Work It Out as We Go’: Purposeful Inclusion for Non-Verbal Students with Autism. *International Journal of Whole Schooling, 2*(1), 2–14.

Klin, A., Volkmar, F., Sparrow, S., Cicchetti, D., & Rourke, B. (1995). Validity and neuropsychological characterization of Asperger syndrome: Convergence with nonverbal learning disabilities syndrome. *Journal of Child Psychology and Psychiatry, 36*, 1127–1140.

Kosmerl, K. M. (2011, Δεκέμβριος). *A comparative investigation of general and special education elementary teachers’ beliefs about including students with an educational disability of autism in the general education setting*. WIDENER UNIVERSITY.

Lindsay, G. (2007). Educational psychology and the effectiveness of inclusive educational/mainstreaming. *British Journal of Educational Psychology*, 77, 1-24.

Lindsay, S., Proulx, M., Thomson, N. & Scott, H. (2013). Educators' Challenges of Including Children with Autism Spectrum Disorder in Mainstream Classrooms. *International Journal of Disability, Development and Education*, 60, 347–362. doi:10.1080/1034912X.2013.846470.

Λουδοβιώτη, Α. (2017). *Διερεύνηση των στάσεων των εκπαιδευτικών της πρωτοβάθμιας εκπαίδευσης για τη συμπερίληψη μαθητών με Διαταραχές Αυτιστικού Φάσματος (ΔΑΦ)*. (Μεταπτυχιακή διατριβή, Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης, Πανεπιστήμιο Δυτικής Μακεδονίας). Ελλάδα.

Malian, I., & McRae, E. (2010). *Co-teaching beliefs to support inclusive education: Survey of relationships between general and special educators in inclusive classes*. Retrieved from <http://www.cehs.wright.edu/resources/publications/ejie/springsummer2010/JIE.htm>.

Manset, G., & Semmel, M. I. (1997). Are inclusive programs for students with mild disabilities effective? A comparative review of model programs. *The Journal of Special Education*, 31, 155-180.

Mastropieri, M. A., Scruggs, T. E., Graetz, J., Norland, J., Gardizi, W., & Mcduffie, K. (2005). Case studies in co-teaching in the content areas successes, failures, and challenges. *Intervention in School and Clinic*, 40(5), 260–270.

- Mavropoulou, S., & Padeliaou, S. (2000). Greek Teachers' Perceptions of Autism and Implications for Educational Practice A Preliminary Analysis. *Autism, 4*(2), 173–183.
- Mavropalias, T., & Anastasiou, D. (2016). What does the greek model of parallel support have to say about co-teaching?. *Teaching and Teacher Education, 60*, 224-233.
- Minke, K. M., Bear, G., Deemer, S. A., & Griffin, S. M. (1996). Teachers' experiences with inclusive classrooms: implications for special education reform. *Journal of Special Education, 30*, 152–186.
- McGillicuddy, S., & O 'Donnell, G. M. (2013). Teaching students with autism spectrum disorder in mainstream post-primary schools in the Republic of Ireland. *International Journal of Inclusive Education, (ahead-of-print)*, 1–22.
- Mesibov, G., & Shea, P. (1996). Full inclusion and students with autism. *Journal of Autism and Developmental Disorders, 26*(3), 337-346.
- Monsen, J. J., Ewing, D. L., & Kwoka, M. (2014). Teachers' attitudes towards inclusion, perceived adequacy of support and classroom learning environment. *Learning Environment Research, 17*, 113–126. doi:10.1007/s10984-013-9144-8.
- Myles, B. S., & Simpson, R. L. (1998). Inclusion of students with autism in general education classrooms: The autism inclusion collaboration model. In R. Simpson & B. Myles (Eds.), *Educating children and youth with autism: Strategies for effective practice* (pp. 241–256). Austin, TX: Pro-Ed.

Nevin, A. I., Thousand, J. S., & Villa, R. A. (2009). Collaborative teaching for teacher educators: What does the research say? *Teaching and Teacher Education*, 25, 569-574.

Νόμος 2817 (2000). *Εκπαίδευση των ατόμων με ειδικές εκπαιδευτικές ανάγκες και άλλες διατάξεις*. Φ.Ε.Κ. 78/Τ. Α' /14-03-2000.

Νόμος 3699 (2008). *Ειδική Αγωγή και Εκπαίδευση ατόμων με αναπηρία ή με ειδικές εκπαιδευτικές ανάγκες*. Φ.Ε.Κ. 199/Τ. Α' /02-010-2008.

Noterdaeme, M., Wriedt, E. & Höhne, C. (2010). *Asperger's syndrome and high-functioning autism: language, motor and cognitive profiles*. 19: 475. doi:10.1007/s00787-009-0057-0.

Ντεροπούλου-Ντέρου, Ε. (2012). Αποτίμηση της πορείας των νομοθετικών αλλαγών τριάντα χρόνια μετά την ψήφιση του πρώτου νόμου για την ειδική αγωγή στην Ελλάδα Στο: *Αναπηρία και εκπαιδευτική πολιτική: Κριτική προσέγγιση της ειδικής και ενταξιακής εκπαίδευσης*, Α. Ζώνου-Σιδέρη, Ε. Ντεροπούλου-Ντέρου, Α. Βλάχου (επιμ.), εκδ. Πεδίο, Αθήνα.

Obiakor, F. E., Harris, M., Mutua, K., Rotatori, A., & Algozzine, B. (2012). Making inclusion work in general education classrooms. *Education and Treatment of Children*, 35(3), 477–490.

Park, M., & Chitiyo, M. (2011). An examination of teacher attitudes towards children with autism: An Examination of Teacher Attitudes towards Children with Autism. *Journal of Research in Special Educational Needs*, 11(1), 70–78.

Pancsofar, N., & Petroff, J. G. (2013). Professional Development Experiences in Co-Teaching: Associations with Teacher Confidence, Interests, and Attitudes. *Teacher Education and Special Education*, 36(2), 83–96.

Padeliadu, S., & Lampropoulou, V. (1997). Attitudes of special and regular teachers towards school integration. *European Journal of Special Needs Education*, 12, 173-183.

Πολυχρονοπούλου, Σ. (2012), *Παιδιά και Έφηβοι με Ειδικές Ανάγκες και Δυνατότητες*. Αθήνα: Αυτοέκδοση.

Rea, P. J., McLaughlan, V. L., & Walther-Thomas, C. (2002). Outcomes for students with learning disabilities in inclusive and pullout programmes. *Exceptional Children*, 68, 203–223.

Robertson, K., Chamberlain, B., & Kasari, C. (2003). General education teachers' relationships with included students with autism. *Journal of Autism and developmental disorders*, 33(2), 123–130.

Rodríguez, I.R., Saldaña, D., & Moreno, F. J. (2012). Support, Inclusion, and Special Education Teachers' Attitudes toward the Education of Students with Autism Spectrum Disorders. *Autism Research and Treatment*, 2012. doi:10.1155/2012/259468.

Saloviita, T. & Takala, M. (2010) Frequency of co-teaching in different teacher categories, *European Journal of Special Needs Education*, 25:4, 389-396, DOI: 10.1080/08856257.2010.513546

Sansosti, J. M., & Sansosti, F. J. (2012). Inclusion for Students with High-Functioning Autism Spectrum Disorders: Definitions and Decision Making. *Psychology in the Schools*, 49(10), 917-931.

Scruggs, T. E., Mastropieri, M. A., & McDuffie, K. A. (2007). Co-teaching in inclusive classrooms: A metasynthesis of qualitative research. *Exceptional Children*, 73(4), 392– 416.

Segall, M. J., & Campbell, J. M. (2012). Factors relating to education professionals' classroom practices for the inclusion of students with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 6(3), 1156-1167.

Sharma, U., Forlin, C., & Loreman, T. (2008). Impact of training on pre-service teachers' attitudes and concerns about inclusive education and sentiments about persons with disabilities. *Disability & Society*, 23(7), 773–785.

Sileo, M.J., & Van Garderen, D. (2010). Creating Optimal Opportunities to Learn Mathematics. Blending Co-Teaching Structures with Research Based Practices. *Teaching Exceptional Children*, 42(3), pp. 14-21.

Sileo, M.J., & Van Garderen, D. (2010). Creating Optimal Opportunities to Learn Mathematics. Blending Co-Teaching Structures with Research Based Practices. *Teaching Exceptional Children*, 42(3), pp. 14-21.

Silverman, J. C. (2007). Epistemological beliefs and attitudes toward inclusion in preservice teachers. *Teacher Education and Special Education*, 30(1), 42-51.

Simpson, R. L., de Boer-Ott, S. R., & Smith-Myles, B. (2003). Inclusion of learners with autism spectrum disorders in general education settings. *Topics in Language Disorders* 23 (2), 116-133.

Sinz, C.T. 2004. Viewpoints and attitudes of teachers (K-5) who have students with Asperger's disorder. Menomonie: University of Wisconsin Stout.

Soto-Chodiman, R., J. Pooley, and M. Taylor. 2012. "Students with ASD in Mainstream Primary Education Settings: Teachers' Experiences in Western Australian Classrooms." *Australasian Journal of Special Education* 36: 97–111. doi:10.1017/jse.2012.10.

Συριοπούλου Δελλή,Χ. (2016) *Εκπαίδευση και ειδική αγωγή ατόμων με διαταραχή φάσματος αυτισμού*. Θεσσαλονίκη: Εκδόσεις Πανεπιστημίου Μακεδονίας.

Συριοπούλου Δελλή,Χ. (2011) *Διάχυτες Αναπτυξιακές Διαταραχές. Ψυχολογία- Παιδαγωγική-Κοινωνιολογία*. Αθήνα : Εκδόσεις Γρηγόρη.

Syriopoulou-Delli, C. K., Cassimos, D. C., Tripsianis, G. I., & Polychronopoulou, S. A. (2012). Teachers' perceptions regarding the management of children with autism spectrum disorders. *Journal of autism and developmental disorders*, 42(5), 755–768.

Stefanidis, A., & Strogilos, V. (2015). Union gives strength: mainstream and special education teachers' responsibilities in inclusive co-taught classrooms. *Educational Studies*, 41(4), 393-413. DOI: 10.1080/03055698.2015.1018872

Strogilos, V., and A. Stefanidis. 2015. "Contextual Antecedents of Co-teaching Efficacy: Their Influence on Students with Disabilities' Learning Progress, Social Participation and Behaviour Improvement." *Teaching and Teacher Education* 47: 218–229.

Strogilos, V., and E. Tragoulia. 2013. "Inclusive and Collaborative Practices in Co-taught Classrooms: Roles and Responsibilities for Teachers and Parents." *Teaching and Teacher Education* 35: 81–91.

UNESCO (2009). *Policy Guidelines on Inclusion in Education*, Paris: UNESCO
https://www.unric.org/el/index.php?option=com_content&view=article&id=46
(Ανακτήθηκε από 10-3-2018)

UNESCO (1994). *The Salamanca Statement and framework for action on special needs education*, Paris: UNESCO.

Unianu, M. (2013) Teachers' perception, knowledge and behaviour in inclusive education. *Procedia – Social and Behavioural sciences* Volume85 (2013), Pages 1237-1241. DOI:10.1016/j.sbspro.2013.06.736.

Vitello, S.J. & Mithaug, D.E. (1998) (Eds.) *Inclusive Schooling*. Mahwah, New Jersey: Lawrence Erlbaum.

Villa, R., Thousand, J., Nevin, A, & Malgeri, C. (1996). Instilling collaboration for inclusive school as a way of doing business in public education. *Remedial and Special Education, 17*, 169–181.

Vlachou, A. & Barton, L. (1994). Inclusive education: teachers and the changing culture of schooling. *British Journal of Special Education, 21*, 105-107.

Weller, L. G. (2012). *Principals' attitudes toward inclusion: Including students with autism in elementary classrooms*. Indiana University of Pennsylvania. Ανακτήθηκε από <https://knowledge.library.iup.edu/etd/453/>

Westwood, P., & Graham, L. (2003). Inclusion of students with special needs: Benefits and obstacles perceived by teachers in New South Wales and South Australia. *Australian Journal of Learning Disabilities, 8*, 3-15.

Wing, L. (1993). The Definition and Prevalence of Autism: A Review. *European Child and Adolescent Psychiatry, 2* (2), 61-74.

Woolfolk, A. (2001). *Educational Psychology*. (8th ed.). Boston: Allyn and Bacon.

World Health Organization. The ICD-10 Classification of Mental and Behavioural Disorders: Clinical Descriptions and Diagnostic Guidelines. Geneva: WHO, 1992.

Zoniou-Sideri, A., & Vlachou, A. (2006). Greek teachers' belief systems about disability and inclusive education. *International journal of inclusive education*, 10(4-5), 379–394.