

**‘Specialization in ICTs and Special Education: Psychopedagogy of Integration’
Postgraduate Program
DEMOCRITUS UNIVERSITY OF THRACE Department of Greek Philology
in collaboration with
NCSR DEMOKRITOS Informatics and Telecommunications Institute**

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

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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

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