

**‘Specialization in ICTs and Special Education: Psychopedagogy of
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**Attitudes of preschool educators on inclusive education of children
with autism**

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POSTGRADUATE
THESIS

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Abstract

The present research aims to investigate the attitudes of preschool teachers regarding the education of children with autism. Autism is characterized by deficits in social interaction and communication and limited repetitive and stereotyped patterns of behavior. Inclusion, however, marks the transition from a welfare model to a model of equal opportunities and rights which is characterized by diversity embracing. Data analysis was carried out using descriptive and inductive statistics for categorical data. The results of descriptive statistics have shown that preschool teachers are favorably inclusive of autistic children, although a smaller but significant proportion expressed skeptical to negative attitudes. The Statistical Criterion for Independent Samples t showed that there is a significant difference between “special education training” and “attitudes towards the effectiveness of inclusive education” and between “studies” and all three factors of inclusion of TATIS. In addition, no effect of “knowledge of the institutional context of special education” and of “kindergarten or kindergarten type” on preschool teachers' attitudes towards inclusion was found. One-way Analysis of Variance (ANOVA) showed that there was no statistically significant difference between preschool teachers' “age” and “years of service” and their attitude towards inclusion.

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