



The IRSSA scale for setting educational policies for inclusion and the quality of inclusive experiences

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General background

The relationship between the *quality of education* and *quality of inclusion* has been investigated through numerous international projects, such as the OECD-CERI surveys [1], the Inclusive Practice Project [2], Index for inclusion [3], Evidence-Based Education [4] and the Profile of Inclusive Teachers [5]. Research confirms the decisive role of teachers' attitudes toward diversity and school inclusion as a predictive factor that can influence the outcomes for all students.



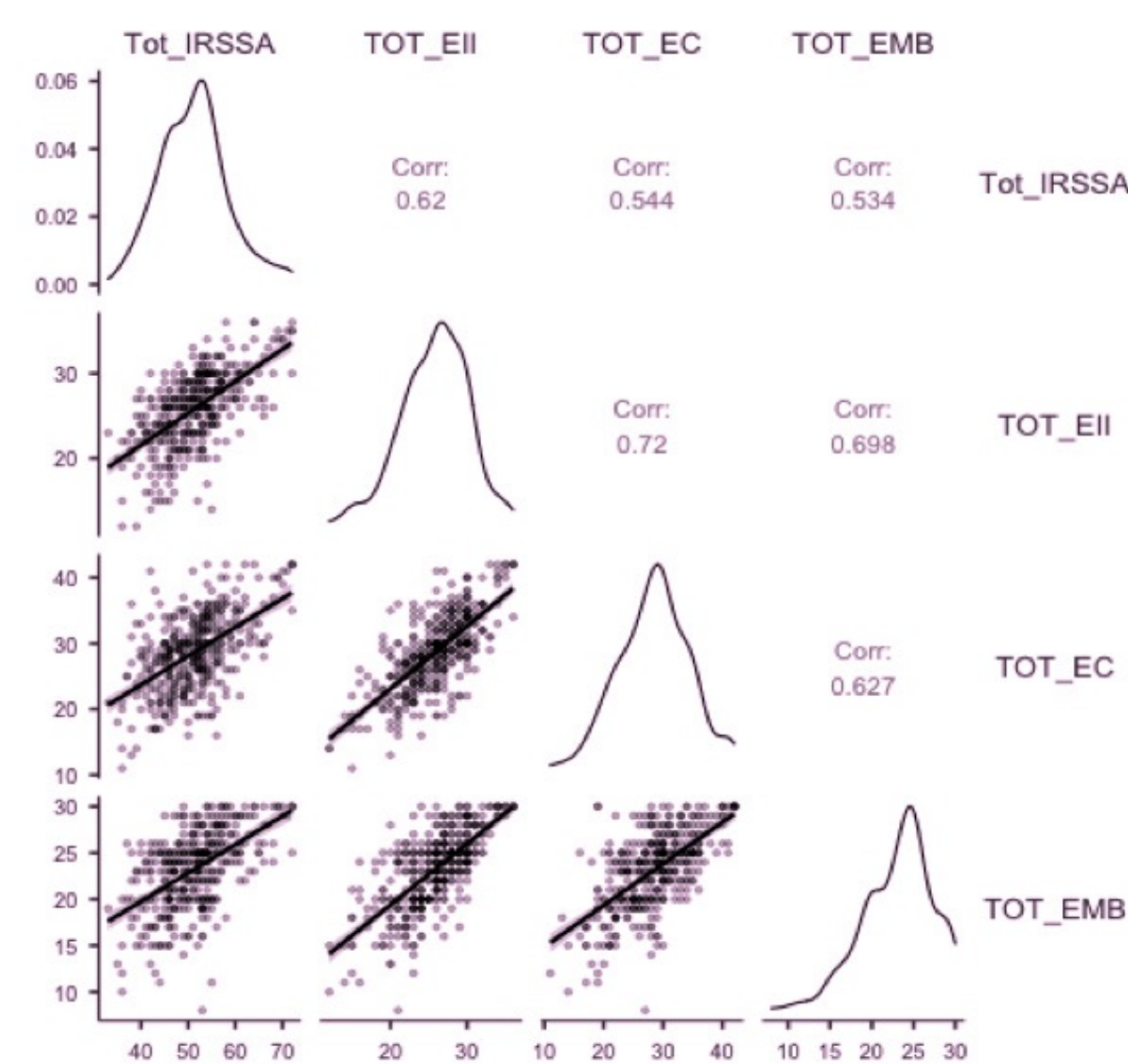
HYPOTHESIS

To control the impact of disability it is necessary to attribute the root of disadvantages to sources outside the individual. This ongoing study aims to reveal that self-assessed experience with students with motor, sensory, intellectual and neurodevelopmental disabilities contributes to (a) increasing self-efficacy in teachers and consequently (b) improving attitudes toward school inclusion.



RELATED FACTORS

The internal structure of the IRSSA was generated from an Exploratory Factor Analysis (EFA) conduct us into a single-factor structure with a variance rate of 35.5% and fit index considered suitable (RMSEA = .0515; TLI = .930). Cronbach's alpha coefficient demonstrate an excellent reliability of the instrument ($\alpha = .907$). Confirmatory Factor Analysis (CFA) fit to the standards in literature with CFI = .93, Trucker-Lewis index (TLI = .92) square root of the residual root mean square error (SRMR = .04) and RMSEA = .05 with a 90% confidence interval (CI 90% lower .04 upper .06). The comparison of the mean scores of the IRSSA and General Self-Efficacy (GSE) scales with the Teacher's Efficacy on Inclusive Practice (TEIP) scale allowed us to confirm the predictive and concurrent validity of the hypothesis, in particular a positive correlation with effectiveness in teaching practices (EII $r = .620$), collaboration (EC $r = .544$), behavior management (EMB $r = .534$). To confirm the internal structure of the IRSSA, are recommended CFA with other samples.



References:

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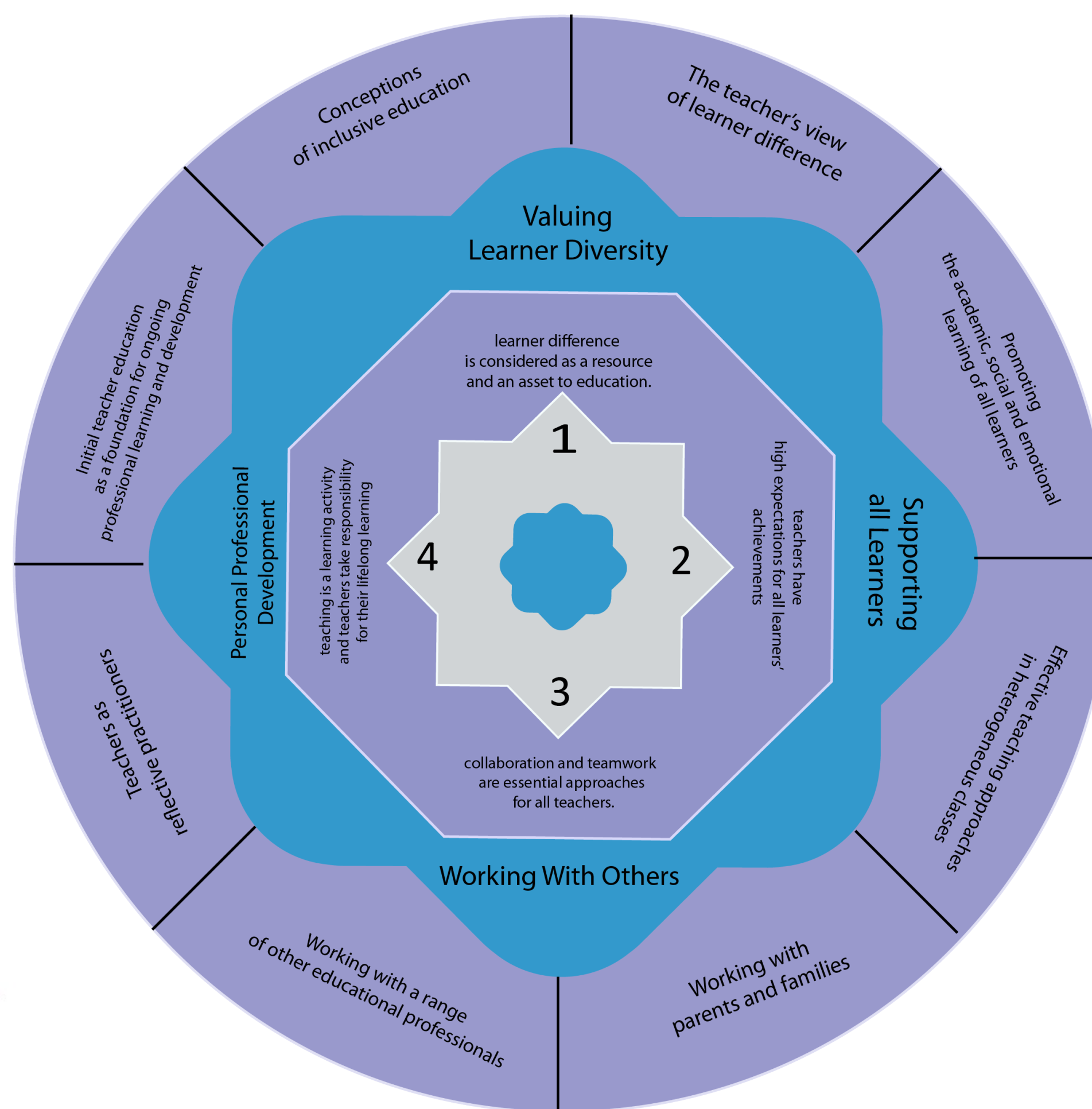
METHOD

A sequential explanatory mixed-methods design has been chosen to understand inclusive skills and training strategies addressed to the building of the inclusive competences. A tool (Inclusive Rating Scale for Self-Assessment - IRSSA) was developed and validated for quantitative data collection and analysis directed at identifying core areas for evaluation. The subsequent phase, will be focused on the biographical qualitative data gathering and integrated analysis.



Theoretical framework

The approach of Disability Studies theories was adopted, according to which learning processes can be hindered by the common idea that disability is a condition intrinsic to the individual [7, 8]. The theoretical framework is based on the Profile of the Inclusive Teacher, designed with the intention of developing an educational and professional standard within the countries of the European Union. The Profile highlights the strategic role played by the values of inclusion, which are: valuing the diversity of learners, supporting all learners, collaborating with the educational community, families and professionals and supporting lifelong professional learning. These values, articulated in their respective areas of competence, allow us to identify a quality standard for inclusive teachers.



A definition of Teacher's inclusive competence provided from the identified value framework

The teacher views diversity as a resource and an asset and is able to raise high expectations for the school outcome of all learners; the teacher views collaboration and teamwork as an essential part of his or her work and is responsible for sustaining personal and professional development.



VALIDATION PROCESS

Among the instruments identified by the systematic review for the self-assessment of inclusive competences, the Teacher's Efficacy in Inclusive Practices (TEIP) scale [6] was chosen to test the concurrent validity of the IRSSA instrument. A structured form was used to test the predictive validity confirmed by the General Self-Efficacy (GSE) scale [9]. Whereas the GSE scale follows a single-factor model, the TEIP scale identifies three factors related to school inclusion, i.e. effectiveness in instructions, collaboration, and classroom management. *Jamovi* [10] was used for the statistical processing of the results.

Population and sample

The validation sample consists of N=395 pre-service teachers. An indicative proportion are women (82%) with an average age of 39 years and experience of less than five years with disabilities (64%) or between five and ten years (30%). The majority of the sample is already employed in state school (69%) and belongs to secondary education (N=246), primary school (N=107), kindergarten (N=57).

Descriptives			
	Years of experience	Gender	N
Frequencies	< 5	Other	2
		Female	198
		Male	50
	> 10	Other	0
		Female	21
		Male	3
	[5,10]	Other	1
		Female	105
		Male	15
	Years of experience	Gender	Age
Mode	< 5	Other	35.0*
		Female	25.0
		Male	30.0
	> 10	Other	NaN
		Female	43.0*
		Male	39.0
	[5,10]	Other	36.0
		Female	40.0
		Male	42.0*

* More than one mode exists, only the first is reported



INCLUSIVE RATING SCALE FOR SELF-ASSESSMENT (IRSSA)

The IRSSA is a self-assessment tool aimed at measuring the *teacher's inclusiveness* factor. This tool can be useful in several areas:

- ✓ Teachers can detect their own inclusive effectiveness;
- ✓ School leaders can monitor teachers' practices in working with students with disabilities during in-service training;
- ✓ In general, to defining the strengths and weaknesses useful for directing educational policies for inclusion and the quality of experiences.

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