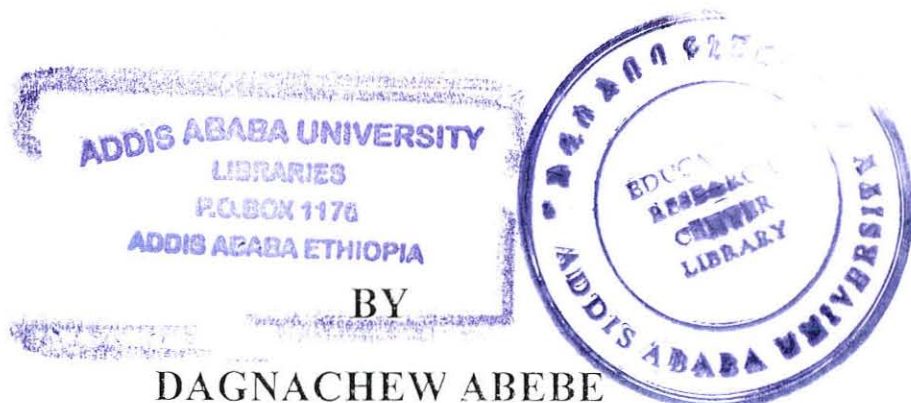


KNOWLEDGE, ATTITUDE, AND CLASSROOM PRACTICES OF
REGULAR CLASS TEACHERS IN INCLUDING STUDENTS WITH
INTELLECTUAL DISABILITY IN TO REGULAR CLASSES OF
PRIMARY SCHOOLS IN ADDIS ABABA

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ABSTRACT

This study was undertaken to examine the knowledge, attitude, and classroom practices of regular class teachers of primary schools in Addis Ababa related to inclusion of students with intellectual disability into the regular classroom. The study covered all primary schools found in Addis Ababa that included students with intellectual disability in their regular classrooms. The total sample population of this study was 63 (n=63) regular class teachers. To collect the needed data from the subjects considered in this study, a questionnaire, interview guide, and observation checklist were administered. Results of the data analyses indicated that the participants of this study lack sufficient knowledge; held positive attitudes and their classroom practices were identified as inefficient. Comparisons made between respondents of this survey on different teachers' variables indicated that only on some of the comparisons made statistically significant differences were observed. The correlations made between different variables in this study showed that there were positive relationships between the variables if not strong relationships. Finally, findings suggest that appropriate trainings specific to the teaching of students with mental retardation in regular classrooms should be provided for regular class teachers that included pupils with the disability in their classrooms. In addition, strong cooperation should be maintained between the regular class teachers and special needs education teachers in the schools in order to facilitate for better learning of students with the disability in regular classrooms.

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Acronyms

df-degree of freedom

FDRE- Federal Democratic Republic of Ethiopia

MA-Mental Age

MOE-Ministry of Education

SD-Standard Deviation

SED-Standard Error Difference

UNESCO- United Nations Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The concept of inclusive education is originated with the grassroots disability movement, campaigning for an end to discrimination and exclusion. The principle of inclusive education was adopted at the Salamanca World Conference on special needs education (UNESCO, 1994) and the Dakar World Education Forum (2000) re-stated it.

Different individuals think that inclusive education is a practice in education that is focused on children with disabilities and in some settings; the term 'inclusive education' has been seen as 'education only for children with disabilities'. For instance, Mastropieri and Scruggs (2000) states about the term inclusion as a term that has been used to describe the education of students with disabilities in general education settings.

However, according to McLeskey and Waldron (2000), inclusive education is not limited to children with disabilities. They noted that inclusion cannot and should not be limited to children with disabilities. The main concept of inclusion is about improving the education of all students. A general definition of inclusive education is that "it is an approach to education designed to assure every child's human right to an individually appropriate education" (Kugelmass, 2003). Based up on the United Nations requirement of 'Education for All,' an inclusive education is to increase participation and learning of children who are disadvantaged within existing educational arrangements (World Education Forum, 2000).

Tirussew (1999) argues that inclusion is a move towards schools that are structured around pupil's diversity and can accommodate many different ways of organizing pupils for learning to attain excellence in diversity. This is in line with the Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994, cited in Tirussew, 1999).

“Indeed, there are some children with severe disabilities or whom it would be extremely difficult to create a truly inclusive educational environment; it would neither benefit the child nor others in the setting. However, this does not mean that the child should be segregated and isolated from all life in the community. Furthermore, research has been proved that children develop better physically, psychologically and socially if they learn together with other children “(Claesson, 1995, cited in Tirussew, 1999).”Therefore, the need to make a shift to inclusive education in Ethiopia is a logical choice to overcome practical problems faced in educating children with disabilities including those with mental retardation in the country “ (Tirussew, 1999).

The constitution of the Federal Democratic Republic of Ethiopia (FDRE) under article 90 declared that “to the extent the country’s resources permit, policies shall aim to provide all Ethiopians access to public health and education” (FDRE,1995,p.13).In addition to what has been stated in the constitution ,the Education and Training Policy (1994) too favors special education. In this policy, emphasis is given to the provision of education both to the handicapped and to the gifted “in accordance with their potential and needs”.

In Ethiopia, Currently, there are a number of schools, which have just targeted on inclusion of different groups of disabilities in regular classrooms. For instance, presently, in Addis Ababa totally there are eleven primary schools, which included and integrated children with intellectual disability in their regular classrooms and special classes. Among the eleven schools, only five schools included students with the disability in their regular classrooms and the schools included fifty-four (30 male and 24 female) students with intellectual disability in the classrooms (for detail see appendix-B).

To sum up, in the country, inclusion of children with intellectual disability into regular classrooms is at its infant stage. Therefore, it is wise idea that conducting researches in the area of inclusion of the pupils into regular classrooms in order to facilitate better learning environment for the students and to improve their learning outcomes.

1.2. Statement of the Problem

Studies suggest that among the various models of educational deliveries for persons with intellectual disability, inclusive education is found to be ethically acceptable, pedagogically sound, psychologically commendable and cost effective in contrast with special school provisions (UNESCO, 1994) cited in Tirussew (1999). Further UNESCO (1994) cited in Tirussew (1999) considers inclusion to be the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. Today efforts have been made in various countries to practice it. However, it is not fully achieved for diversity of reasons, among which some of them are the reaction of regular classroom teachers toward inclusion and lack of sufficient knowledge of these individuals on how to manage the inclusion of children with intellectual disability in regular classrooms.

Studying attitude of regular classroom teachers towards inclusion of children with intellectual disability into the regular classroom, knowledge they have on inclusion of the children, and their current classroom practices associated with the inclusion can play an important role in the process of designing and implementing intervention of educational programs. Researches in developing and developed countries show that success in implementing effective inclusive practices in schools is contingent on several key factors such as positive teacher attitudes towards and their knowledge of inclusion (Avramidis, Bayliss, & Burden, 2000; Beh-Pajoooh, 1992; Cornoldi, Terreni, Scruggs & Mastropieri, 1998; Kuyini & Desai, 2006 cited in Kuyini & Desai, 2007). So, these elements (attitudes, knowledge, and teaching practices), therefore, have the potential to impact significantly on the implementation of inclusive education programs in Ethiopia.

In Ethiopia, let alone inclusion, the practice of special education itself is bounded with innumerable problems. It lacks proper facilities and services. Adequate trained work force to run it appropriately is not available. The reactions of people towards individuals with disabilities, particularly toward individuals with intellectual disability appear to be unfavorable. Teachers as part of society may also share similar reaction toward individuals with intellectual disability or they may develop favorable behaviors toward them, as they are the concerned professionals to alleviate their problems. Without positive attitudes toward

children with intellectual disability, it is unconceivable to build welcoming reactions toward their inclusion into regular classes. Only having positive attitude is not enough for successful inclusion. The teachers also need to have the necessary knowledge on how to include the children into regular classrooms. Therefore, for effective implementation of the inclusion, systematic assessment in the areas of regular class teachers' attitudes, their knowledge about inclusion and classroom practices associated with the inclusion of the children.

Thus, bearing this in mind, the purpose of this study is to examine regular classroom teachers' attitude towards inclusion of children with intellectual disability into the regular classroom, knowledge they have on how to include children with the disability, and their classroom practices related with the inclusion. More specifically, the study tried to find-out answers for the following basic research questions:

1. What attitude do regular classroom teachers have towards the inclusion of students with intellectual disability into the regular classroom?
2. How knowledgeable are the regular classroom teachers regarding inclusion of pupils with intellectual disability into the regular classroom?
3. To what level, classroom practices of the regular classroom teachers in including pupils with intellectual disability in to the regular classroom coincide with principles and theories of inclusion?
4. Are there significant differences between regular class teachers of Kokebe Tsibah Primary School with more experience on inclusion and the rest four primary schools with relatively less experience on their knowledge, attitude, and classroom practices related with inclusion of children with intellectual disability into the regular classroom?
5. Are there significant differences between male and female participants of this study on their knowledge, attitude, and classroom practices associated with inclusion of pupils with intellectual disability into the regular classroom?

6. Are there significant differences between respondents of this study who received training on inclusion and did not on their knowledge, attitude, and classroom practices related with inclusion of individuals with intellectual disability into the regular classroom?
7. Are there correlations between regular classroom teachers' teaching experience in teaching students with mental retardation and their knowledge, attitude, and classroom practices associated with inclusion of children with intellectual disability into the regular classroom?

1.3. Significance of the Study

Ensuring enlightened treatment of children with intellectual disability in an inclusion process needs having favorable attitude toward teaching individuals with intellectual disability and mastery of necessary knowledge level by the practitioners of the inclusion. When attitude are not favorable and the necessary knowledge that helps to practice inclusion is not mastered by the practitioners, as they have in the past, and remain in a more uncomfortable position in the society.

Therefore, expected result of the study based on the above assumptions will be to:

- Provide the necessary information for the regional teacher training institutions to design effective training that are pertinent to the needs of regular classroom teachers towards the inclusion of children with intellectual disability into the regular classroom.
- Provide basic information for the concerned bodies like local school boards, kebele educational offices, interested groups like Ethiopian National Association on Intellectual Disabilities (ENAID) and other bodies. Especially for funding purposes, planning effective in-service training, to realize and overcome barriers, which associated with attitudes and professional competence of regular classroom teachers towards teaching and inclusion of students with intellectual disability into the regular classroom.
- Provide first hand information for interested researchers in the field and initiate for further studies.

1.4. Delimitation of the Study

The success of inclusive education requires conviction, commitment and good will of the individuals who constitute any society. Thus, it is necessary to study the attitude, knowledge, and classroom practices of teachers, and knowledge and attitude of principals, parents, students, educational officials at different levels and other segments of the society and the practice of inclusion of the children in all the schools in the country. Because of scarcity of resources and shortage of time to conduct the study, this study is delimited to assess only the attitude, knowledge, classroom practices of regular classroom teachers related with inclusion of children with intellectual disability into the regular classroom in primary schools in Addis Ababa.

1.5. Definitions of Terms

- *Attitude*: - are generally seen to be enduring feelings some one has a person, object, or issue (Olson & Zanna, 1993).
- *Inclusion*: - is a term used to describe the education of students with disabilities in general education settings (Mastropieri & Scruggs, 2000).
- *Regular Classes*: - are classrooms where students without disabilities attend their general education.
- *Intellectual disability*: - refers to developmental delay, which involves significantly sub-average intellectual functioning and limitations in two or more adaptive skill areas (Smith & Luckasson, 1995).
- *Primary School*: - according to the New Ethiopian Education and Training Policy of Ethiopia, it is a formal institution that runs education of children from grade one to eight.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Meaning and Concept of Inclusive Education

Inclusive education is as an approach that seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. Adoption of the principle of inclusive education was at the Salamanca World Conference on Special Needs Education (UNESCO, 1994) and restated at the Dakar World Education Forum (2000).

Inclusive does include children with disabilities, such as children who have difficulties in seeing or hearing, who cannot walk, or who are slower to learn. However, inclusive also means including all children who left out of or excluded from school and from learning (Fergusson, 1996). These children may not speak the language of the classroom; are at risk of dropping out because they are sick, hungry, or not achieving well; or belong to a different religion or caste. They also may be girls who are pregnant, children affected by HIV/AIDS, and all girls and boys who should be in school but are not, especially those who work at home, in fields, or in factories and who are doing jobs to help their families survive. Inclusive means that as teachers, we have the responsibility to seek out all available support (from school authorities, the community, families, children, educational institutions, health services, community leaders, and so on) for finding and teaching all children.

Inclusion has become critical part of the reform effort to improve the delivery of services to students with disabilities by focusing on the placement of these students in the general education setting. In an inclusive school, general education does not give up responsibility for students with special needs, but instead work cooperatively with special education to provide a quality program for all students. This new arrangement for providing services has created challenges for many education professionals including the regular class teachers (Skrtic, Sailor, & Gee, 1996).

According to Schumm & Vaughn (1995), when inclusion happens, the first consideration should be the academic or social progress of students with disabilities in regular education classrooms. Their study further highlighted that once the student is placed in the regular

education classroom, it is critical to the success of inclusion for ongoing assessment, monitoring and proper adjustment. As noted in Daane, Beirne-Smith, & Latham (2000) that successful inclusion requires a plenty of resources. Inclusion is not an opportunity to reduce the cost of services to students with disabilities, but in fact, successful programs for special need students based on differential resources tend to be costly. These resources include additional teachers and teaching assistants, as well as other resources such as books, computers, and materials.

Student placement is not the only determinant factor for quality of inclusion, but rather based on creating an environment that supports and includes all learners is (Villa & Thousand, 2000). "An inclusive school Community must be supported by policies and practices at the school and classroom level. Specific policies, strategies, and supports needed to be in place to ensure that all children felt welcome and that the teachers are able to teach their students effectively. The specific aims of these practices are promoting membership, friendship, and collaboration" (Soodak, 2003).

Most children with intellectual disability -approximately 89 percent-, as cited in Smith & Luckasson (1995), have mild intellectual disability. Therefore, these children can be included in the regular classrooms with their peers without disabilities and they can fulfill their educational needs through inclusive education.

Before including children with intellectual disability in to regular classrooms all the necessary preparations have to be made first. Related with the preparations, Mastropieri & Scruggs (2000) note that careful preparation can greatly enhance the success of students with intellectual disability, first, have an open, accepting classroom environment so that students feel welcome as genuine class members.

Among the tasks that create open and accepting classroom environment, the most important one is preparing the general education students for the arrival of students with intellectual disability. The practitioners can do this task by asking a concerned individual to talk about intellectual disability and explain strengths and limitations of individuals with intellectual disability (Mastropieri and Scruggs, 2000). Also, encouraging students to ask questions and setting a model of open acceptance and telling them about their roles as possible peer tutors and helpers are among the tasks which have to be maintained in creating open and accepting

classroom environment for children with the disability. These all the above have to be done because, as explained in Gearheart, Weishahn, & Gearheart, (1988), some difficulties of any student with disability are the result of interactions with peers.

The general conclusion of several studies is that inclusion is beneficial to all students. These studies indicate that students with and without intellectual disability experience positive effects in academic achievement, communication, self-esteem, motivation, and social relations (Gearheart, Weishahn, & Gearheart, 1992).

Inclusion allows students with intellectual disability fully take part in school and daily life activities. It enables them to receive higher academic gains when they are included in the general education settings. They do better academically and socially than those students in non-inclusive settings. By being included in the inclusive settings, they get opportunities to learn, think and experience more quality instruction by participating in general education classes. Children with intellectual disability receive a broader range to content knowledge with real-life application in an inclusive classroom (Nielsen, 1997). In addition, many studies have shown that in an inclusive school environment students with intellectual disability are accepted and supported by their peers and acquire important social and communication skills that help them become better prepared for post-school experience (Nielsen, 1997).

As indicated in different studies, when students with intellectual disability are included in the regular classroom, students without intellectual disability have a lessened fear of human differences while becoming more aware of individual differences, become more responsive to the needs of others, more tolerant, and learnt to appreciate human diversity (Mastropieri & Scruggs, 2000).

2.2. General Characteristics of Individuals with Intellectual Disability

By definition, individuals with intellectual disability are distinguished from people without the disability based on intellectual functioning and adaptive skills. Significantly sub-average intellectual functioning has traditionally been described along a continuum of mild, moderate, severe, and profound, according to the degree to which measured general intelligence a person deviates from the normal range. The term *adaptive behavior* has

historically been used to convey the nature of one's personal independence and social responsibility (Beirne-Smith, Patton, & Ittenbach, 1994).

Smith & Luckasson (1995) states, while the slower rate at which children with intellectual disability develop motor, social and language skills may be obviously different from their peers. The suspicion of mild forms of the disability retardation is difficult until the children enter school. Frequently, a combination of difficulty with academic subjects and behavioral problems generates concern. Learning problems sometimes appear to be specific to one subject, such as reading, but more often they are recognized across subjects.

Children who do not have the verbal and communication skills of their age mates may pull out from interpersonal relationships or seek attention in inappropriate ways. Inappropriate social behavior can result from any number of factors. These children may misbehave because they cannot clearly distinguish between acceptable and unacceptable standards of behavior. Problem behavior can also result from the frustrations of educational malfunction or as an attempt to gain acceptance from other children, who might encourage unusual behavior (Gearheart, Weishahn, & Gearheart, 1992).

We may think of learning as a process whereby practice or experience produces a change in behavior that is not due to maturation, growth, or aging. The definition implies (a) that the changed behavior is somewhat permanent, as distinguished from responses to, for example, drugs or fatigue, and (b) that the learner is involved and participating, not just changing because of physical growth or deterioration.

Learning is a theoretical construct and, as such, cannot be measured directly. Inferring how much or how little learning has actually taken place can be only from performance (Ainscow, 1994). If a student points to an object the teacher has just named or spells a word correctly, we assume that learning has taken place. If the student performs the task correctly or does not attempt the task at all, we assume that learning has not occurred. Since it can be measured only indirectly, we must be cautious in interpreting performance levels as direct indicators of learning. A great many factors influence whether and how a pupil responds in any given situation.

2.3. Learning Characteristics

Students with intellectual disability often have characteristics that teachers must address in order to make learning gainful for the student. The first characteristic is the inclination to have the external locus of control; that is, individuals who are with retardation may think they have little control over the environment or the consequences of their actions. A second characteristic that teachers must address is the high expectancy for failure shown by many learners with intellectual disability. A third characteristic of learners who are with intellectual disability is outer directedness, or a tendency to rely on external cues or instructions for behavior. For example, a student who needs help with work may always wait for the teacher to notice the problem and give advice and instructions (Hallahan & Kauffman, 1988).

2.3.1. Cognitive Development

Use of the concept of mental age (MA) to express the level of cognitive functioning of a given individual has given rise to differing orientations from which to view the cognitive development of persons who are with intellectual disability. For example, may be cognitive development viewed as quantitative and comparable among individuals of similar mental age, regardless of chronological age. This perspective, the developmental position, assumes that cognitive development, at least for the youngster with mild retardation, is similar to that of a younger, a child without the disability. According to Zigler (1969) cited in Beirne-Smith, Patton, & Ittenbach (1994), such children progress through the same developmental levels in the same sequence as do children without the disability, although the slower rate and lower level of ultimate functioning.

Proponents of this view believe that children who are with intellectual disability fail because they are presented with tasks beyond their current ability level. Educational programs based on a developmental model would, therefore, use traditional teaching strategies but be geared primarily to the mental age (MA) of the individual. The developmental view of cognitive growth can be thought of as a series of steps or stages in which new tasks are presented only when the child reaches the level of mental ability appropriate to that task (Gearheart, Weishahn, & Gearheart, 1992).

Proponents of the difference position, however, view the cognitive development of persons with intellectual disability as being qualitatively different from that of those who are not with the retardation. Ellis (1969) cited in Beirne-Smith, Patton, & Ittenbach (1994) contended that there are differences in the way in which this group processes information, and that the main task of research is to describe these areas of difference. The implications for teaching are that unique teaching methods and materials are needed to overcome or lessen the effects of the deficiency.

Research favoring one orientation over the other is plentiful. Because of the many variables that affect cognitive development (for example, etiology of the intellectual disability, motivational differences, problems associated with matching individuals based on (MA), firm conclusions, however, are difficult to reach. Since much of the developmentally oriented research is based upon Piaget's theory of carefully sequenced stages of development, in this paper this theory along with its application for learners who are with intellectual disability is presented (Drew et al., 1984).

Piagetian theory has been related to children with intellectual disability by, Inhelder (1968) and Woodward (1979) cited in Beirne-Smith, Patton, & Ittenbach (1994) , who view the child with intellectual disability as progressing through the same stages of cognitive development as his peers without intellectual disability, with the major differences being in rate and highest level achieved. The age at which a child who is with intellectual disability would reach each stage would be later, and the more severe retardation, the slower the progression through the stages. In addition, individuals who are with intellectual disability may not achieve all the stages of development. According to Inhelder, children with mild forms of intellectual disability may reach the concrete operations level, but individuals who have been called with "moderate intellectual disability" will go no further than the preoperational stage. Those with severe and profound intellectual disability remain at the sensori-motor level.

According to Piagetian theory, mental development progresses because of children's interactions with their surroundings. The role of the educator, therefore, is that of a provider of materials and opportunities appropriate to children's stage of development, with which they can interact. Teachers of children who are with intellectual disability need to be aware

of the developmental sequences in order to determine a child's readiness for a particular task, and to consider the slow rate and the expected optimal level of functioning when planning curricula for children with varying levels of intellectual disability (Hallahan & Kauffman, 1988).

2.3.2. Processes Involved in Learning

In any learning situation, attention to a task is critical for successful learning. Zeaman and House (1979) cited in Hallahan & Kauffman (1988) noted a relationship between MA and the number of dimensions that a subject could attend to simultaneously. Learners who are with intellectual disability could not attend to as many dimensions simultaneously as could those without the disability. In addition, some learners with intellectual disability seem to prefer some dimensions to others, which may also affect their response.

The research by Zeaman and House cited in Drew et al. (1984) continues to generate investigations. From it, we can draw implications for teaching students who are with intellectual disability: for example, teachers should present initial stimuli that vary in only a few dimensions, direct the child's attention to these critical dimensions, and initially remove extraneous stimuli that may distract the child from attending to the task at hand. In addition, the teachers should reward the child for attending to the task and increase the difficulty of the task over time.

Once an individual has attended to a specific stimulus, he or she must organize and store it so that he/she can recall it when needed. Spitz (1966) cited in Hallahan & Kauffman (1988) refers to this process as "input organization," and conducted research to determine the functioning in this area of persons who are with intellectual disability. His research led him to theorize that the input step in the learning process was more difficult for subjects with intellectual disability than for other subjects, because of a deficiency in their ability to organize the input stimuli for storage and recall. This finding has generated a great deal of research into strategies that teachers may use to enhance a student's ability to categorize incoming data. Two such methods are grouping and mediation.

Memory, the ability to retrieve information that has been stored, is one of the most heavily researched components of the learning process. A distinction is usually made between short-

term memory (STM) and long-term memory (LTM). Information recalled after a period of days or months or longer is usually referred to being in the long-term memory, while data stored from a few seconds to a few hours is in short term memory (Ellis, 1970) cited in Beirne-Smith, Patton, & Ittenbach (1994). Most researchers contend that once learned, information is retained over the long term about as well by those with intellectual disability as by those without (Belmont, 1966; Ellis, 1963) cited in (Drew et al., 1984). In the area of short-term memory, however, learners who are with intellectual disability appear to have considerable difficulty (Borkowski, Peck, & Damberg, 1983) cited in (Hallahan & Kauffman, 1988).

Ellis (1970) and his associates cited in Beirne-Smith, Patton, & Ittenbach (1994) that the short-term memory problems of people who are with intellectual disability arise primarily from their inability to use rehearsal strategies or adequate rehearsal activities. Some success has been reported in efforts to improve performance among these learners, by direct teaching, or by rehearsal or practice procedures, although the effects of the training appear to be specific to the training task and not readily transferable to other situations.

2.3.3. Observational Learning

Modeling, imitation, and learning through observation are the terms often associated with observational learning, which refers to learning from demonstrations by others. Much of the research in this area has been done by Bandura (1969) and his associates. It substantiates the important role that observational learning plays in acquiring social behaviors, gender roles, language, and religious and political practices. In addition, modeling and imitation are involved in the development of new behaviors and the modification of existing ones, and may result in the learning of inappropriate as well as appropriate response (Hallahan & Kauffman, 1988).

Certain characteristics of individuals who are with intellectual disability give support to the use of this tool to teach new variables. The tendency of these learners to be out-directed or to look to others for cues or guidance in problem solving (Turnure & Zigler, 1964) and their suggestibility (Zigler, 1973), indicate that modeling can be effectively used for acquiring or changing behavior. Suggestions for using observational learning as a teaching tool include: (a) being aware that any behavior may serve as a model, (b) using prompts or cues to direct

students' attention, (c) calling attention to students exhibiting desirable behavior, (d) ignoring undesirable behavior so that others do not model it in an attempt to gain attention, and (e) rewarding imitation of appropriate behavior (Gearheart, Weishahn, & Gearheart, 1992).

At the end, one key successful educational programming to students with intellectual disability is the selection of functional behaviors. A functional skill or behavior is useful to students and that gives them some control over their environment in terms of obtaining positive and consistent results. A student will probably not maintain non-functional behavior overtime. When selecting functional skills, teachers must ask if the skill is likely to be useful in the student's present or projected future environments (Beirne-Smith, Patton, & Ittenbach, 1994).

2.4. Regular Classroom Teachers and Inclusion

In an inclusion process of students with special needs into the regular classroom, regular class teachers have a lot to do with the process. Among the various aspects of inclusion related to regular class teachers, the major ones are discussed as follows.

2.4.1. Regular Classroom Teachers Attitude and Inclusion

One of the factors influencing the effective implementation of inclusion is teachers' attitudes because positive attitudes among regular educators are necessary for the success of inclusion (Nielsen, 1997). Similarly, a number of researchers, (Mastropieri & Scruggs, 2000; Waldron, McLeskey, & Pacchiano, 1999) have noted that the attitudes of teachers toward inclusionary programs are one of the most important variables affecting its success. Therefore, teachers' attitudes towards inclusion are clearly influential in the effective implementation of inclusive education within the classroom.

The teacher's attitude will have as much impact as anything else when determining whether inclusion will work successfully, because it will shape the emotional climate of the classroom (Nielsen, 1997). In some instances, the teacher may develop strong, rigid, and inaccurate expectations of the special student. The attitude of the teacher will convey an undercurrent to the regular students and they, too, will develop inaccurate ideas regarding special students. This is detrimental in several ways. First, the special student will be able to

feel the effects of the attitude from the teacher. Second, the regular students will not be as accepting of the special student. Third, the special student will likely exhibit a self-fulfilling prophecy, turning into the inaccurate description that was attributed to them before entered the regular classroom.

According to Shade & Stewart (2001), teachers report frustration, burden, fear, and inadequacies because they do not believe they have the abilities to meet the individual needs of students with special needs in their classroom. Bender, Vail, & Scott, (1995) found that teachers with more negative attitudes towards inclusion reported much less frequent use of instructional strategies known to facilitate the effective inclusion of children with special needs. In addition, contributing to the teachers' attitudes is a shift in focus. Some teachers have negative feelings about inclusion and insist that inclusion is not in their job descriptions as regular education teachers.

Studies such as Voltz, Brazil, & Ford (2001) and McLeskey & Waldron (2002), indicate that the most crucial factor behind positive teacher attitudes toward inclusion is that there is a support system in place. This means that the whole school needs to be supportive of inclusion and its benefits with support coming from all directions. Some examples of support are special education and general education collaboration and consultation, in class support for general education teachers such as team teaching or a teacher's aide, ample time for planning, and on-going in-services or conference opportunities (McLeskey and Waldron, 2002). In addition, as stated in Cochran, (1998), positive attitudes toward inclusion (among educators) increase when inclusion is more and more incorporated into school systems.

The level of disability they are asked to accommodate within their classroom as well influences teachers' attitudes. Center & Ward (1987) found that though the majority of teachers expressed a generalized agreement with the policy of inclusion, when asked specifically about their own willingness to include students with particular disabilities within their classrooms, they were only willing to accept the inclusion of students with mild physical disabilities. They were reluctant to include students with more severe physical disabilities, or students with intellectual disabilities.

It seems that the attendance of students with disabilities in the regular education classroom has increased the instructional load of the regular education teacher (Daane, Beirne-Smith, & Latham, 2000). This should be understood by administrators in order to provide appropriate schedules and planning time. Bennett, Bruns, & DeLuca (1997) studied how administrators provided teachers time to collaborate, communicate, and cooperate in school. The administrator's support seemed essential to offer the necessary physical resources such as additional instructional assistants that enable the special need students to receive more attention and assistance, or to reduce class size if applicable, or to provide planning time and available training. Most important was the emotional support including communication and conversation with teachers on a regular basis. This administrative support to address the concerns expressed by teachers has enhanced their confidence not only in teaching, but in themselves as well (D'Alonzo, & Giordano, 1997).

2.4.2. Effective Teachers of Inclusive Classrooms

It is known that teachers' behavior has a significant link to students' achievement (Englert, 1983; Westwood, 1995). Englert - in a study about teacher effectiveness found that effective teachers had a high level of presentation and corrected student responses in a short time, also following the student's error responses and informing the students of the correct response by giving the suitable feedback (Englert, 1983).

As noted in Beirne-Smith, Patton, & Ittenbach (1994), effective teachers demonstrate concern for the quality of instruction in their classrooms. They encourage active student participation by using a demonstration-prompt-practice sequence and actively monitor student responses. They tie old knowledge to new learning by beginning each lesson with a review of previously learned material, and they include an overview of the lesson in their instruction. They use step-by-step presentation of instructional materials to make explicit *what* skill is to be learned, *why* the skill is important, *when* the skill is useful, and *how* to apply it. They check student understanding of task demands frequently. They use positive reinforcement, spaced and repeated practice, and varied activities to gain and maintain student's attention and to promote generalization.

Shanoski & Hranitz (1992) indicated that an effective teacher: enthusiasm in their work, take care of the students and work cooperatively with parents. Gearheart, Weishahn, &

Gearheart (1992) noted, in terms of professional development, the effective teacher usually has interest in following the educational journals and books, attending and presenting in conferences, and workshops in their field. Effective teachers are interested in participating in committees in the school and in the community around the school. They are able to know the students needs and supporting the individual differences, possessing high expectation, encourages the students to be positive about their ability, able to increase students' motivation, use different teaching strategies, have good communication skills, loves their students and knowledgeable about their subject and subject matter (Porter & Brophy, 1988 cited in Ainscow, 1994).

Highly effective teachers of students with intellectual disability measure learner progress on a daily basis and use the results of the evaluation to make teaching decisions. These teachers test what is taught and use the results of the evaluation to determine what to teach next. Progress- or lack of progress- signals the teacher when to move on to more complex objectives, when to repeat instruction, or when to change instructional objectives, methods, materials, activities to avoid failure situations and facilitate success.

2.4.3. Regular Teachers' Role in Inclusion

Regular education teachers have a decisive role in education of students with intellectual disability in the regular classrooms. Among the number of their roles, the major ones are discussed below.

2.4.3.1. Accommodating for Student's Need

Special needs students that are included in a regular education classroom need to feel part of the class and need to be challenged academically at their level. Teachers may need to make adaptations to the curriculum and learning activities in order to provide special needs students a challenging learning environment. Some general strategies to individualize instruction for students are to vary the learning objectives, adapt materials and resources, vary teaching strategies, provide flexible time, and use technology (Smith & Luckasson, 1995).

When a student lacks sufficient prior knowledge to comprehend new information, the teacher must provide temporary supports to help the student grasp the concept. These supports are known as 'scaffolding' and they are one of many accommodations (services or

supports) that can be provided to help a student “fully access the subject matter and instruction as well as to validly demonstrate what he or she knows” (Nolet & McLaughlin, 2000). As stated in the same source cited above, other accommodations used by teachers in inclusive classrooms include environmental accommodations (i.e. quiet setting for test taking), curriculum acquisition accommodations (i.e. Braille materials, tape-recorded books), content enhancement accommodations (i.e. graphic organizers, study guides, peer-mediated instruction) and alternative response accommodations (i.e. scribing, tape-recorded responses). These accommodations benefit students with special education needs, but they also often benefit other students as well. Accommodations do not alter the curriculum expectation standards for students; they simply provide learning access routes for the student (Nolet, & McLaughlin, 2000).

Modifications, another strategy for adapting instruction to student needs, involve teaching a student at a different level of difficulty, often by reducing the task demands, or focusing on learning objectives set for a lower grade level. The decision to plan and implement an accommodation or modification for a particular student should be made in conjunction with parent(s), the school special education support staff and (if considered appropriate) the student, prior to being implemented in the classroom. Modifications in particular have significant implications for students and the advantages and disadvantages should be discussed before a decision is made (Fergusson, 1996).

Regular education teachers are able to teach pupils who are with intellectual disability in their classrooms with the help of some special education materials. The material may be a high-interest, low-vocabulary reading series, a programmed reader, a job-related mathematics books, or any material or hardware that allows the teacher to individualize instruction. This level of special education support requires a highly skilled regular education teacher who is willing to adjust instruction to meet the needs of learners who are with intellectual disability (Smith & Luckasson, 1995). Problems in accommodating the needs of students who are with intellectual disability in the regular classroom tend to arise when the student-teacher ratio is too high, the student’s problems are not easily correctable, or the teacher lacks motivation, experience, or skill (Beirne-Smith, Patton, & Ittenbach , 1994).

2.4.3.2. Use of a Variety of Teaching Strategies

In order for teachers to teach and students to learn in heterogeneous classrooms, considerable attention must be given to the appropriate teaching strategies.

I. Cooperative Learning

Cooperative learning is one of the optimal ways to teach children with different abilities in the same classroom. Cooperative-learning instruction involves children working together, helping each other to learn. Much of the early work in cooperative learning referred to the importance of heterogeneous grouping as a principle. More recently, the concept of heterogeneity has been expanded to address specific strategies for incorporating all children within cooperative learning, including those previously segregated in special classes or separate programs (Berres, 1996). Cooperative groups have four characteristics: positive interdependence (all succeed together), face-to-face interaction, individual accountability, and interpersonal skills are stressed.

Of the many structured systems of cooperative learning, one method, called Jigsaw (Aronson, 1988), involves dividing the material to be learned into five or six parts and assigning students to heterogeneous five or six member teams. Each student is responsible for learning and then teaching his or her portion of the material to the whole team. Members of different groups who have been assigned the same portion of material meet in "expert groups" to study and discuss their section. Because each group member is responsible for all the material, all students must help each other learning's; no one can sit back without participating.

In another method for organizing the classroom for cooperative learning, sometimes called "Learning Together" (Johnson & Johnson, 1999), the teacher assigns heterogeneous groups of students to produce a single product as a group. The teacher arranges the classroom to facilitate peer interaction, provides appropriate materials, constructs and explains the task so that it requires group cooperation, observes the students' interactions, and intervenes as necessary. Students might be placed with a partner, for example, and asked to do a complex math problem. This method places considerable emphasis on teaching group members appropriate social skills to facilitate smooth interaction and cooperation.

II. Peer Tutoring

Another way to address different levels within a class is to arrange for children to be resources for one another, through peer tutoring or peer teaching (Thousand, Villa, & Nevin, 2002). Such programs can be arranged at many different levels, both within classrooms and across grade levels. Peer tutoring provides an opportunity for social interaction and academic support. Both the tutor and the tutee learn through the process of receiving one-on-one help and learning through teaching.

Peer tutoring is successful in improving academic skills, fostering self-esteem, helping the shy youngster, help students who have authority figures, improve race relations and cooperation among peers (Beirne-Smith, 1991; Mercer & Mercer, 1993 cited in (Beirne-Smith, Patton, & Ittenbach, 1994).

III. Multi-level teaching

In order to teach a wide range of students within one classroom, teachers need to rethink not only how they teach, but also what they teach. Instead of assuming that all students will be engaged in identical learning experiences for the same unit and evaluated according to the same criteria, the curriculum can be conceptualized as broad and inclusive (Nielsen, 1997). If the class is doing a unit on space, for example, the teacher can organize space activities and projects on many different levels. Children who have exceptional reading and research skills might be asked to write a report on the origins of the galaxy. Other children might be asked to draw and label the major planets in the solar system. A child with limited language skills might be required to be able to point to pictures of the sun, the moon, and the earth in different arrangements. Every student would share their completed projects with the whole group, so that everyone benefits from the diversity of activities.

2.4.3.3. Teaching Social Skills

In order for cooperative learning and peer tutoring to be effective, teachers may need to address social skills. Teachers may want to provide direct instruction in ways to honor, offer encouragement, and resolve conflicts (Gearheart, Weishahn, & Gearheart, 1992). One way of teaching such skills is by engaging students in a unit on giving and receiving help (Nielsen, 1997). Students can explore and practice ways of offering help (saying "Can I help you?" rather than "Let me do that; you're too short-dumb-slow"); as well as ways of

accepting and declining help kindly (saying "No thanks, I'm doing fine," rather than "What do you think I am, dumb or something?"). All people need practice in these nuances. As noted in Fergusson (1996), classrooms can become communities of mutual support if teachers promote respect for differences and provide multiple opportunities for students to see each other in many ways. Because when students are working together cooperatively, students tend to give more praise, encouragement, and support to students with disabilities. These positive experiences provide an opportunity for social and emotional growth for everyone involved.

2.4.3.4. Collaboration

A general education teacher will interact with different kinds of professionals in the special education field. These include special education teachers, school psychologists, counselors, speech/language therapists, social workers, physical & occupational therapists, nurses, administrators, paraprofessionals, and other specialists. Special education teachers will likely be in contact with the general education teacher most often. A special education or resource teacher is responsible for coordinating student services and an IEP (Individualized Education Program) for each special education student (Knoblock, 1996).

Collaboration is a style that professionals choose to use in order to accomplish a goal they share. Any activity that teachers work with someone else requires collaboration (Fergusson, 1996). True collaboration is demonstrated only on the teams where all members feel their contributions are valued and the goal is clear, where they share decision making, and where they sense they are respected (Knoblock, 1996).

In a best practice of teaching, teachers need a working relationship with parents to provide the best education for their students. This especially applies to students with special needs. Parents know their child better than anyone else does; they will be able to tell the teacher his/her strengths and areas of need. Parents can be supportive in getting the services a teacher needs. Parents act as the teacher at home by being consistent with communication, rewards, and practicing skills at home (Gearheart, Weishahn, & Gearheart, 1992).

2.4.3.5. Building Community in the Classroom

A classroom community is a classroom of students, teacher(s), and others who all share in the responsibilities and rewards of being in that community. Everyone is accepted as they are and differences are not ignored, but embraced and used as learning tools (Kugelmass, 1996). Many times, students with intellectual disability have difficulty making friends and being part of the community (Gearheart, Weishahn, & Gearheart, 1992). It is the teacher's responsibility to facilitate social interaction in the classroom and create a safe learning environment for all students.

Teachers also play an important role in educating students about people with disabilities. Teachers can use direct instruction, video and other media, demonstrate assistive technology, and use simulation activities (Gearheart, Weishahn & Geraheart, 1992). The teacher should provide enough background information about the disability to allay any fears or misconceptions the other students may have. Students need to be made aware of the strengths of the student with disabilities as well as his/her limitations (Nielsen, 1997).

CHAPTER THREE

METHODOLOGY

3.1. Study Design and Method

The design of this study was a non-experimental type. In this study, survey research methodology was used in order to describe knowledge, attitude, and classroom practices of regular classroom teachers allied to inclusion of students with intellectual disability into regular classrooms because knowledge and attitudes towards inclusion are predictors of effective inclusive practices in classrooms where students with intellectual disability included in. In addition, in this study, it is tried to describe if there are significant differences within a group of this survey, between the regular class teachers of the relatively more experienced school (Kokebe Tsibah Primary School) and teachers of other 'inclusive' schools with less experience on inclusion on their knowledge, attitude, and classroom practices associated to the inclusion of students with intellectual disability. Additional comparisons were performed between participants of different sexes and respondents those had training on inclusion and had not on knowledge, attitude, and classroom practice variables.

3.2 Population of the Study and Sampling Techniques

3.2.1 Population

The target population of this study consists of all regular teachers of primary schools in Addis Ababa that taught in classrooms where students with intellectual disability are included in.

3.2.2 Sample and Sampling Techniques

In Addis Ababa, Currently, there are five primary schools that have included students with intellectual disability in their regular classrooms. Since it was manageable size for the researcher, all of the schools were taken as target schools for this study.

Table 1: **General Population of the study and sample selected**

<i>S.N.</i>	<i>School</i>	<i>General Population</i>			<i>Sample Selected</i>			
		M	F	T	M	F	T	Rem.
1	Kokebe Tsebah	27	25	52	18	14	32	
2	Other Schools	15	27	42	11	20	31	
3	Total	42	52	94	29	34	63	

In addition, three teachers from each of the target schools totally fifteen teachers were selected randomly for interview sessions held in order to get supplementary data for the study ,specifically, to strengthen the information collected about the classroom practices related to the inclusion through the application of a classroom practice scale. In addition, to get additional data about the classroom practices, the researcher observed four randomly selected class periods in each of the target schools' classrooms where students with intellectual disability included in.

3.3. Instruments

Three types of instruments were administered in this study to collect the needed data. These instruments were:

3.3.1. Questionnaire

A questionnaire was developed and administered to teacher respondents to assess their mastery of basic knowledge related to inclusion of students with intellectual disability into the regular classroom, attitudes towards teaching of children with intellectual disability in regular classrooms, and their current classroom practices associated to the inclusion.

3.3.2. Interview

There were face-to-face interview schedules with selected regular classroom teachers of the target schools of this study. In conducting the interview, a semi-structured interview guide type was constructed and administered. From the interview sessions, the researcher gained additional information about the classroom practices of the regular classroom teachers related to inclusion of pupils with intellectual disability into the regular classroom.

3.3.3. Observation Checklist

To gather data about the actual provision of classroom instructions in classrooms where students with intellectual disability included in, observation checklist with three-response category was applied. The researcher filled the checklist during observations of each of the class periods. The data gathered from the observations helped the researcher to get additional data about the current classroom practices related to the inclusion.

3.3.4. Tools Development

3.3.4.1 Formation of Item Pool and Selection of Draft Version

The development of the items in all of the instruments of data collection was in two major ways: from literatures critically reviewed by the researcher and, in most cases, by adaptations made from previous researches.

The questionnaire administered in this study has four major parts: part one contains items about personal information of the respondents, part two includes items related to assessment of knowledge of inclusion, part three and part four of the questionnaire focused on items related to attitudes and classroom practices of the respondents respectively.

For assessing the knowledge level of the regular classroom teachers associated with inclusion of individuals with intellectual disability into the regular classroom, a test containing 25 items and with two-point response category was administered on a total of 63 teachers' (29 male and 34 female) participants. The respondents were asked to give answers for the items by choosing from the two-response category (true/false). Concerning scoring of the items, one point was given for each of the correct responses and zero was the result of any of the wrong responses given by the participants of this study.

The knowledge related items in the questionnaire include elements of knowledge expected to be mastered by regular class teachers in including students with intellectual disability in regular classrooms.

The items, as stated in Kuyini & Desai (2007), covered areas such as:

1. Adaptations and modifications which have to be made at classroom levels by regular class teachers
2. Characteristics of learners; including knowledge of mental retardation, learning styles and characteristics that indicate the need for special instruction and managing procedures.
3. Planning instructional content and managing the teaching and learning environment. This covered issues such as the different forms of assessment and their purposes, the design of Individualized Educational Programs (IEPs) and the use of cooperative learning and Peer tutoring.
4. Organizational roles and collaborative partnerships, including the role of teachers, parents and other professionals in inclusion processes.

The development of the knowledge related items in the questionnaire were through adaptations made from previous research conducted by Kuyini & Desai, 2007. In addition, critical review of literature made by the researcher supported the adaptations made to the items.

In an attempt to examine attitudes of the regular class teachers towards the inclusion of individuals with intellectual disability into the regular classroom, an attitude scale containing 20 items and with three point response category was administered on a total of 63 teachers' (29 male and 34 female) participants.

Items in the questionnaire about attitude consist of identified common, both positive and negative, attitudes towards the inclusion of individuals with intellectual disability into the regular classroom. The attitude related items were adapted from previous research conducted on the attitude by Tesfaye (2005).

As indicated above, the attitude scale was adopted from previous research conducted by Tesfaye (2005). Before the adaptation was made on the scale, it uses a 5-point Likert scale (1, 'strongly disagree' to 5, 'strongly agree') and focuses on willingness to include pupils with intellectual disability and/or with disability in a regular classroom. To achieve a greater response reliability

(see Lifshitz, H., Glaubman, R., & Issawi, R., 2004), the researcher collapsed the scale to three points (1='disagree', 2='undecided', and 3='agree'). For the purpose of analysis of the participants' responses for each of the items in the scale, three points were given for positive attitudes, two points for the neutral ones, and one point was given for each of the responses demonstrated negative attitudes.

In an attempt to assess the classroom practices of the regular classroom teachers related to inclusion of individuals with intellectual disability into the regular classroom, a scale containing 20 items and with three point response category was administered on a total of 63 teachers (29 male and 34 female) participants. The three-response category of the scale was:

1=Never 2=Sometimes 3=Often

Items in the classroom practices related part of the questionnaire contains different activities of regular classroom teachers during teaching of students with intellectual disability in regular education classes. In other words, the focus of the items were on what roles and responsibilities are expected of regular classroom teachers in including students with intellectual disability into the regular classroom. The classroom practice related items were adapted from a research conducted by Sikorski, Niemiec, & Walberg (1996). In addition, items in the observation checklist were prepared in the same direction as production of classroom practices related items in the questionnaire was done.

Regarding the scoring of the items, 0 was assigned for the response 'Never', 1 for 'Sometimes', and 2 was the score given for responses responded as 'Often'. Based on the participants' responses to each item, percentages, means, and standard deviations were computed in order to describe the classroom practices of the participants related to inclusion of individuals with intellectual disability into the regular classroom. In addition, for the purpose of comparisons, the mean differences on the classroom practices between the participants based on different variables of teachers associated to the inclusion were computed using t-test.

The items in the interview guide reflect different aspects of inclusion related to classroom practices by regular class teachers related to inclusion of students with intellectual disability into the regular classroom. The researcher developed the items in the interview guide through critical literature review.

The following sequences of activities were maintained during stages of tools development:

1. The tools were developed and/or adapted and items in the questionnaire translated to Amharic by the researcher, and given to the academic advisor for comment.
2. Both the Amharic and the English Preliminary versions were given to Amharic language expert for amendment and this expert made all the necessary thematic and grammatical inspections and corrections.
3. The Amharic version of the instruments was given to an English language expert to translate it back into English.
4. Then, the instruments were modified based on valuable comments from different directions.
5. Finally, the finalized instruments were given to the advisor for approval.

3.3.4.2. The Pilot Study

After the finalized versions of the instruments were prepared, pilot study of all of the instruments was made on a Primary School in Sebeta Town. The pilot test was conducted on 12 teacher respondents. Based on the pilot test the researcher tried to see the internal consistency of the items on knowledge using split-half method. To check the reliability of the instrument, Pearson's Coefficient of Correlation was applied. The coefficient of the correlation was 0.76.

To confirm the validity of the instruments, copies of each of the instruments were distributed among three experts in the area of special needs education from different positions. Based on their valuable comments and suggestions, necessary adjustments were made as far as the clarity of language, ideas and contents of study were concerned. Based on valuable comments from the respondents, six items in the questionnaire were rephrased.

3.4. Procedures of Data Collection

The first contact was made with the school principals and unit coordinators in order to establish smooth relationship with the individuals as well as to achieve the purpose of the study. The objectives of the study were explained to all of the respondents in the target schools. Before

utilizing any of the instruments, brief explanations were provided to the respondents for ensuring transparency and clarity. In addition, a page of written brief was attached to all of the tools as their covering page. The utilization of the observation checklist and an interview guide were directly by the researcher. Decisions made regarding a time for collecting data were done through mutual discussions between the researcher and the respondents.

3.5. Methods of Data Analysis

To examine the knowledge and attitudes of regular class teachers and to assess their current classroom practices associated to inclusion of students with intellectual disability, both, qualitative and quantitative, data analysis techniques were employed in analyzing data. Since this research was basically quantitative, in most cases, quantitative data analysis techniques were utilized. After collecting the quantitative data, the responses were coded on designed coding sheet. The result of each item were tabulated, summed up and treated using statistical analysis such as mean score, percentage, standard deviation and t-test.

To analyze the qualitative data collected, qualitative data analysis technique applied different tactics such as:

- Making contrasts and comparisons;
- Noting relationships;
- Building a logical chain of evidence; and
- Counting were utilized

3.6. Ethical Considerations

The participants were not obligated to fill their names in the questionnaire in order to keep the data confidential and secured; recordings made during interview sessions were with permission of the respondents and confidentiality was secured.

CHAPTER FOUR

FINDING AND DISCUSSIONS

4.1. Background Information of the Participants

The participants of this study were 63 regular classroom teachers. Their background information comprised of different variables is presented as follows.

Table 2: Demographic characteristics of the sample

Sex	N	63
	Male	29(46%)
	Female	34(54%)
Age	N	63
	Mean	34.25
	Stan. Dev.	10.92
Age in Range	N	63
	20-30	47 (74.6%)
	31-40	6 (9.5%)
	41 & above	10 (15.9%)
Qualification	N	63
	Certificate	9 (14.3%)
	Diploma	54(85.7%)
Teaching Experience In Years (Total)	N	63
	Mean	12.71
	Stan. Dev.	10.47
Teaching Experience in Range (Total)	N	63
	1-10	51 (80.9%)
	11-20	5 (7.9%)
	21 & above	7 (11.2%)
Teaching Experience In Years (In teaching pupils with intellectual disability)	N	63
	Mean	3.59
	Stan. Dev.	3.60
Training on Inclusion of Students with Intellectual Disability	N	63
	Yes	47(74.6%)
	No	16(25.4%)

As it is indicated in the methodology part of this research report, the population of this study was comprised of 42 male and 52 female regular class teachers. From this composition of number of the two sexes, it can be interpreted that there was a good equilibrium in participation of both sexes to this study and this condition enhanced a chance of being selected of both sexes as a participant in this survey. In addition, as showed in the above table, among the respondents of

this study 34 (54%) were female teachers. From this, it can be said that gender balance was kept in participation to this study.

The age of the participants of this study ranges from 20 to 60 with a mean of 34.25. This age range can show that there was a good chance of making teachers of different age levels being participant in the study and this condition gave a golden chance to the researcher to compare the different age group respondents on different variables of the study.

Regarding teaching experience in general and in teaching students with intellectual disability in particular of the respondents, their experience ranges from one to 40 and 1 to 15 respectively. The conclusion made from the age range can be the researcher got a chance of making teachers of different experience levels participant in the study.

Related to training, among the participants of this study 16 (25.4%) of them did not get any training on inclusion of students with intellectual disability into the regular classroom. Therefore, almost one fourth of participants of this survey were teaching in classrooms where students with intellectual disability are included in without receiving any training on the inclusion.

4.2. Findings

In this part of the study, the results of the assessments made on the regular classroom teachers' knowledge, attitude, and classroom practices associated to inclusion of students with intellectual disability into the regular classroom is presented.

4.2.1. Results on Assessment of Knowledge of Inclusion

Based on the participants' responses to each of the item, percentages, means, and standard deviations were computed in order to examine the knowledge level of the participants related to inclusion of individuals with intellectual disability into the regular classroom. In addition, mean differences on knowledge assessment results between the participants from different schools based on the schools' experience on inclusion and the mean differences within a group, on sex (male and female) and on training (with and without training), were computed using t-test.

The knowledge level of the regular classroom teachers related to the inclusion of individuals with intellectual disability were determined by individuals mean score value. Accordingly, from the responses given to statements, individuals mean score was computed. Those individuals with a mean score value of greater or equal to 12.5 were considered as having a basic knowledge on inclusion of pupils with intellectual disability into the regular classroom, and those with a mean score value of less than 12.5 were considered as lacking the basic knowledge related to the inclusion.

The result indicates that teachers had a mean score value of 10.7 ($t=7.63$ and significant at 0.05 level). This means that the mean scored by the teachers was below the neutral value (12.5) and this consequently indicates that the teachers in this survey lack the basic knowledge related to inclusion of individuals with intellectual disability into the regular classroom.

Even though it is concluded, the participants of this study lack sufficient knowledge on inclusion of students with intellectual disability into the regular classrooms, the means values scored on the knowledge related items vary greatly from item to item. On most of the items the respondents scored below the expected mean of the items (0.5), on some other items they scored almost nearest to the neutral value, and only on limited number of items the participants scored high and above the expected mean of the items. Identifying, specially, those items with the least mean

values has a contribution in identifying the areas where the teachers are more deficient in their knowledge related with inclusion of pupils with intellectual disability into the regular classroom.

Table 3: Result of t-test for selected items on the knowledge assessment

Expected Mean of the Items= 0.5			
Item no.	Item's Description	Mean	t-calculated
1	Intellectual disability is a mental disorder	0.33	2.78*
18	In teaching concepts for children with intellectual disability, it is advisable to move from the complex to the simpler one	0.33	2.78*
22	Students with intellectual disability in the regular classroom can benefit more if they listen attentively than actively participating in the process of classroom instruction	0.29	3.73*
24	Because of children with intellectual disability may have behavioral problems, it is not advisable making them working with their classmates without the disability	0.29	3.71*
5	Memory deficit is one of the characteristics of children with intellectual disability.	0.49	0.13
6	Children with intellectual disability must attend education because they can learn.	0.44	0.89
8	Teachers of children with intellectual disability should focus on functional skills in teaching the children	0.46	0.63
4	Children with intellectual disability cannot benefit from education or training	0.63	2.21*
10	Children with intellectual disability in the regular classroom may need extra time to complete a task.	0.68	3.09*
13	Parents of children with intellectual disability can serve as co-teachers in education of their children.	0.60	1.67*

* Significant at 0.05 level

As indicated in the above table, item number 1, 18, 22, and 24 are items from the knowledge related part of the questionnaire. The items were where the participants scored the least mean values on when compared to the mean values of the rest items and the mean values of the items were below the neutral value (0.5). Only 33.3% of the respondents for the items with a mean value of 0.33 and only 29% of the respondents for the items with a mean value of 0.29 responded correctly. The focus areas of the items were on concept of intellectual disability, teaching methodologies of teaching students with intellectual disability, and characteristics of students with the disability.

Regarding items 5, 6, and 8 in table three, these items are items where the participants scored the nearest to the neutral value. This means, on the items, the respondents responded in average. The areas where the items derived from were characteristics of students with intellectual disability, the potential of students with the disability, and teaching adaptations made in the learning process of the students. The items the respondents scored high were items 4, 10, and 13 and the mean values scored on the items were above the neutral value as indicated in table three. The focus areas of the items were learning potential of students with intellectual disability, learning characteristics of the students, and the role of the students' parents in education of their children with the disability.

4.2.2. Results on Assessment of Attitudes towards the Inclusion

Based on the participants' responses to each of the item in the attitude scale, percentages, means, and standard deviations were computed in order to describe the position of the participants along the continuum on their attitude towards the inclusion of individuals with intellectual disability. The mean difference on attitudes observed between regular class teachers of different schools based on their experience on inclusion was computed using t-test. In addition, mean differences observed on the assessment of the attitudes based on sex differences (male and female) and differences on training (those with and without training on inclusion) was computed using the t-test also.

The attitudes of the regular classroom teachers towards the inclusion of individuals with intellectual disability into the regular classroom were determined by individuals mean score value. In view of that, from the responses given to statements, individuals mean score was computed. Those individuals with a mean score value of greater or equal to 40 were considered as having positive attitude, and those with a mean score value of less than 40 were taken as having negative attitude towards the inclusion of individuals with intellectual disability.

The result indicates that the teachers had a mean score value of 45.69 ($t=8.21$ and significant at 0.05 level). This means that the mean scored by the teachers was above the neutral value and this consequently indicates that the teachers generally held positive attitude towards the inclusion of individuals with intellectual disability into the regular classroom.

When we look into the mean values of each of the items, high variations were observed between the mean values scored to the items in the attitude scale. Some of the mean values were below the neutral value of the items (2), mean value of only one of the items was nearest to the neutral value, and many of the mean values were above the neutral value. The task of identifying, specially, those items with the least mean values will have a contribution in discovering the areas where the participants were more deficient in their attitudes towards inclusion of students with intellectual disability into the regular classroom.

Table 4: Result of t-test for selected items from the attitude scale

Item no.	Item's Description	Expected Mean of the Items= 2	
		Mean	t-calculated
4	Educating students with intellectual disability in the regular classroom hampers the academic achievement of other students in the classroom.	1.43	7.72*
6	The presence of children with intellectual disability in the regular classroom does not have any benefit for children without the disability	1.51	6.06*
10	The achievement of both, children with intellectual disability and without, deteriorate if they are taught in the same classroom	1.41	7.30*
12	Students with intellectual disability should be respected as individuals with differences as other children in classroom are respected	1.81	1.76
14	Students with intellectual disability do not benefit from inclusion	2.78	11.83*
17	Students without disabilities do not accept their peers with disabilities in the general education classroom	2.83	13.28*
18	Students with intellectual disabilities appear to adapt behaviorally and academically if included into the regular classroom	2.84	14.93*

* Significant at 0.05 level

On items 4, 6, and 10, as indicated in table four, the participants scored the least mean values on the items among all of the items in the attitude scale and the mean values were below the neutral value (2). Based on the above analysis to the items, it can be said that the respondents responded negatively to the items. In other way, in average, only 47.6%, 50.8%, and 47.1% of the respondents responded positively for the items respectively. The items with the least mean values

were focused on mutual benefits of presence of students with intellectual disability in regular classrooms to pupils with the disability and the without in the classroom.

It is pointed out in the above table that the item the respondents reacted neutrally to it was item number 12. The area where the item focused on was about recognizing the difference between students with intellectual disability and without as other differences between individuals. Item 14, 17, 1nd 18 in table four were items where the respondents showed more positive attitudes among all of the items in the scale. The values of the items were above the neutral value and the items were focused on the general concept of inclusion. ✓

4.2.3. Results on Assessment of Classroom Practices

The effectiveness of the classroom practices of the regular classroom teachers on the inclusion of individuals with intellectual disability were determined by individuals mean score value. Therefore, from the responses given to statements, individuals mean score value was computed. Those individuals with a mean score value of greater or equal to 20 were considered as practicing the inclusion effectively in their classrooms and those with a mean score value of less than 20 were considered as inefficiently working towards the classroom practices on the inclusion.

The result indicates that the teachers had a mean score value of 17.7 ($t=6.74$ and significant at 0.05 level). This means that the mean scored by the teachers was below the neutral value and this consequently indicates, the teachers were working inefficiently towards the inclusion of individuals with intellectual disability into the regular classroom.

Despite the fact that it is concluded, the participants' classroom practices were deficient when their mean score value (17.7) is compared with the expected mean score value (20), on most of the items the teachers scored very low when compared to mean values of other items in the scale. On some of the items, the participants scored nearest to the neutral value (1) and only on one of the item, they scored above the neutral value. Specially identifying those items with the least mean values has contribution in identifying the areas where the classroom practices of the regular class teachers were more problematic.

Table 5: Result of t-test for selected items on the classroom practices assessment

Expected Mean of the Items= 1			
Item no.	Item's Description	Mean	t-calculated
8	I apply peer tutoring to facilitate the learning of students with intellectual disability	0.6	4.19*
13	I use a variety of cuing and prompting techniques to elicit correct responses of children with intellectual disability	0.67	4.44*
14	I select and use a variety of instructional procedures according to the individual needs of students with intellectual disability	0.73	3.93*
9	I choose and use instructional materials that help promote active learning of targeted behaviors by students with intellectual disability	0.98	0.17
16	I provide the same content areas for students with intellectual disability as their peers	1.08	0.84
19	In our school parents of children with intellectual disability participates in education of their children	1.13	1.31
11	I measure progress of students with intellectual disability on a continuous basis	1.25	3.12*

* Significant at 0.05 level

In table five, indicated that items 8, 13, and 14 were items with the least mean values and scored below the neutral value. What we understand from the mean values of the items is that only 30.2%, 33.3% and 36.5% of the respondents did 'often' during their classroom instructions what is stated in the items. The focus areas of the items were on strategies in teaching students with intellectual disability and on adaptations made in teaching students with the disability.

On the contrary, only on one of the items in the scale (item no. 11) the participants of this study scored high and above the neutral value. This item with the highest mean value is related to the concept of continuous assessment in education of students with intellectual disability. Items 9, 16, and 19 in the table represent items from the practice scale and those with mean values nearest to the expected mean of the items (1). In other words, on the items the respondents scored in average. The items where the respondents scored average on were from areas such as modifications made in education of students with intellectual disability and the role of parents of students with intellectual disability in education of their children.

4.2.4. Comparisons Made Based on Different Teachers' Variables

In this division of the study, the result of t-tests made between participants from Kokebe Tsebah and the rest four schools, and on sex (male and female participants) and on training (those with and without training on inclusion), on their knowledge, attitudes, and classroom practices will be presented.

4.2.4.1. Comparisons Made on Knowledge

The following section presents the result of t-test performed between respondents from different schools, participants of different sexes and between those who had training on inclusion and did not based on the mean differences gained from assessment of their knowledge related to inclusion of individuals with intellectual disability into the regular classroom.

I. School's Experience on Inclusion and Knowledge of Teachers on the Inclusion

Table 6: Data and result of t-test on knowledge of teachers of different schools

Respondents	N	Mean	SD	Mean diff.	Df	t-Calculated
Kokebe Tsebah	32	11.70	1.69	1.99	61	5.14*
Other Schools	31	9.71	1.40			

*P is significant at 0.05 level

As pointed out in table above, the mean score of teachers' participants from Kokebe Tsebah and the rest four schools were 11.70 and 9.71 respectively. The observed t-value for the difference between the two means was 5.14, which was significant at 0.05 level. Thus, there was a statistically significant difference in mastery of basic knowledge between teachers of differently experienced schools concerning inclusion.

In addition, when we look into the mean values of each of the item scored by teachers from Kokebe Tsebah and other schools separately (see appendix-B), in most cases, no significant differences were observed for the mean differences between the mean values of each group scored on each of the item. However, significant differences between the two groups were observed only on eight of the items. Among the eight items, on seven items (item no. 11,16,17,19,20 21, and 23), participants from Kokebe Tsebah School scored more and only on one of the items teacher participants from the other schools scored higher than respondents from Kokebe Tsebah School scored on the item. The items the teachers from Kokebe Tsebah School

scored high were on areas of teaching strategies and methodologies of students with intellectual disability and their learning characteristics. The item (item no. 12) where respondents from other schools scored higher on was about the idea of task break down in education of students with intellectual disability.

II. Sex and knowledge of inclusion

Table 7: Result of t-test between male and female respondents on knowledge of inclusion

Respondents	N	Mean	SD	Mean diff.	Df	t-Calculated
Male	29	10.89	2.02	0.37	61	0.80
Female	34	10.52	1.69			

As specified in table seven, the mean score of male and female participants of this study were 10.89 and 10.52 respectively. The observed t-value for the difference between the means was 0.80, which was not significant at 0.05 level. Therefore, there was no a statistically significant difference in their knowledge between teachers' participants of different sexes related to inclusion of pupils with intellectual disability into the regular classroom.

Training and Knowledge of Inclusion

Table 8: Result of t-test between teachers with and without training on knowledge

Respondents	N	Mean	SD	Mean diff.	Df	t-Calculated
With training	47	11.28	1.94	1.15	61	2.22*
Without training	16	10.13	1.20			

*P is significant at 0.05 level

As showed in table above, the mean score of the participants with training on inclusion and the without were 11.28 and 10.13 respectively. The observed t-value for the difference between the two means was 2.22, which was significant at 0.05 level. Hence, between participants who received training on inclusion and did not there was a statistically significant difference in knowledge.

4.2.4.2. Comparisons on Attitudes

The following segment of this study presents the result of t-test for the differences observed on the mean score values scored on the attitude scale by teachers of the different schools and based on the participants' sex and training differences.

I. Schools' Experience on Inclusion and the Attitudes

Table 9: Data and result of t-test on attitudes between teachers of different schools

Respondents	N	Mean	SD	Mean diff.	Df	t-Calculated
Kokebe Tsebah	32	47.04	3.94	2.69	61	1.94
Other Schools	31	44.35	5.58			

As showed in table above, the mean score values of regular class teachers of Kokebe Tsebah and the rest four schools were 47.04 and 44.35 respectively. The observed t-value for the difference between the mean scores was 1.94, which was not significant at 0.05 level. For this reason, there was no a statistically significant difference in attitudes between teachers of the different groups towards the inclusion of students with intellectual disability into the regular classroom.

The result of the t-test (for further information see appendix-C) performed for the mean differences observed between the mean values scored by Participants from Kokebe Tsebah School and other schools, significant differences were observed only on eight of the items in the attitude scale, even though, there were mean differences between the mean scores scored on each of the item in the scale. Among the eight items, participants from Kokebe Tsebah School scored higher on six items (item no.3, 5, 8, 11, 12, and 13) and respondents from other schools scored higher only on two of the items (item no. 4 and 10).

II. Sex and the Attitudes

Table 10: Data and result of t-test between male and female teachers on their attitude

Respondents	N	Mean	SD	Mean diff.	Df	t-Calculated
Male	29	46.83	4.25	2.26	61	1.85
Female	34	44.56	5.28			

As portrayed in table 10, the mean scores of male and female participants on the attitude scale were 46.83 and 44.56 respectively. The observed t-value for the difference between the means

was 1.85. The t-value was not significant at 0.05 level. Therefore, there was no a statistically significant difference in attitude towards the inclusion between participants of different sexes.

III. Training on Inclusion and the Attitudes

Table 11: Result of t-test between teachers with and without training on attitude

Respondents	N	Mean	SD	Mean diff.	Df	t-Calculated
With training	47	46.93	4.71	2.46	61	1.76
Without training	16	44.46	5.23			

It is indicated in the above table that the mean score values of the participants who participated in training activities and those did not on their attitude towards the inclusion were 46.93 and 44.46 respectively. The observed t-value for the difference between the two mean scores was 1.76 which was not significant at 0.05 level, as a result, there was no a statistically significant difference in attitude between the respondents.

4.2.4.3. Comparisons Made on the Classroom Practices

The following section presents the result of t-test between teachers of the different schools based on mean difference observed on assessment result of their classroom practices related to inclusion of individuals with intellectual disability into the regular classroom. In addition, result of t-tests performed based on other relevant teachers' variables related to the classroom practices will be presented.

I. Schools' Experience On Inclusion and the Classroom Practices

Table 12: Data and result of t-test on classroom practices of teachers of different schools

Respondents	N	Mean	SD	Mean diff.	Df	t-Calculated
Kokebe Tsebah	32	18.26	2.37	1.12	61	1.70
Other Schools	31	17.14	2.98			

As indicated in table above, the mean score of regular class teachers of Kokebe Tsebah and the rest four schools were 18.26 and 17.14 respectively. The observed t-value for the difference between the two mean scores was 1.70, which was not significant at 0.05 level. Therefore, there

was no a statistically significant difference in classroom practices related to the inclusion between teachers of differently experienced schools on the subject of inclusion.

With respect to the mean values scored by participants from Kokebe Tsebah School and other schools on each of the item in the classroom practice scale, attempts made to look if there were significant differences for the differences observed between the mean values scored by each of the group by employing t-test The result of the t-tests indicated that even if there were mean differences between the mean values scored by the participants, significant differences were seen only on the mean values scored on seven of the items in the classroom practice scale (see appendix-D). Among the seven items, on five items (item no. 1,2,3,4, and 5) participants from Kokebe Tsebah School scored higher and teachers from the other schools scored higher only on two of the items (item no. 9 and 17).

II. Sex and the Classroom Practices

Table 13: **Result of t-test between male and female teachers on classroom practices**

Respondents	N	Mean	SD	Mean diff.	Df	t-Calculated
Male	29	17.8	2.47	0.20	61	0.30
Female	34	17.6	2.97			

Portrayed in table above, the mean scores of male and female participants of this study on their attitudes were 17.8 and 17.6 respectively. The observed t-value for the difference between the two mean scores was 0.30, which was not significant at 0.05 level. Consequently, it can be said that there was no a statistically significant difference in classroom practices between the male and female regular classroom teachers associated to inclusion of students with intellectual disability into the regular classroom.

Table 14: **Result of t-test between teachers with and without training on classroom practices**

Respondents	N	Mean	SD	Mean diff.	Df	t-Calculated
With training	47	18.66	2.72	1.92	61	2.54*
Without training	16	16.74	2.27			

* Significant at 0.05 level

As pointed out in table fourteen, the mean scores of the participants with and without training on inclusion were 18.66 and 16.74 respectively. The observed t-value for the difference between the

means was 2.54, which was significant at 0.05 level. Hence, the difference between regular class teachers who received training on inclusion and did not in classroom practices was statistically significant.

4.2.5. Correlations performed between different variables of the participants

In this portion of presentation of the findings, results of the correlations made for looking into the relationships between different teachers' variables will be presented. The variables were teaching experience of the regular classroom teachers in teaching students with intellectual disability and their knowledge, attitude, and classroom practices assessment result related to inclusion of pupils with intellectual disability into the regular classroom. In addition, correlations made between the assessment result of the teachers' knowledge, attitude, and their classroom practices associated to the inclusion are presented as follows.

Table 15: The result of correlations performed between different teachers' variables

		Teaching experience	knowledge	Attitude
Knowledge	Pearson Correlation	.38(**)		
	Sig. (2-tailed)	0.002		
	N	63	63	
Attitude	Pearson Correlation	0.10	0.18	
	Sig. (2-tailed)	0.44	0.16	
	N	63	63	63
Classroom practice	Pearson Correlation	0.18	0.12	0.29(*)
	Sig. (2-tailed)	0.16	0.35	0.02
	N	63	63	63

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

As it is showed in table 15, the correlations were performed between teaching experience of the participants in teaching students with intellectual disability and their mean score values on the knowledge assessment; between the teaching experience and attitude and also between the teaching experience and classroom practices assessment result associated to the inclusion. Based on calculation of Pearson's Correlation, the correlation coefficients were 0.38, 0.10, and 0.18 respectively. The correlation coefficients stated above indicate the presence of positive

correlations between the variables if not strong relationships. The correlation observed between the teaching experience and knowledge about inclusion was significant at 0.01 level.

Regarding the correlations made between the participants' knowledge and attitude; knowledge and classroom practices and between attitude and classroom practices, the correlation coefficients gained were 0.18, 0.12, and 0.29 respectively. The correlation coefficients stated show that there were positive relationships between the variables and the correlations observed between the variables were not strong. The correlation between attitude and classroom practice was significant at 0.05 level.

4.3. Discussion

In this section, major findings of the present study would be discussed in line with the main research questions raised:

4.3.1. The Participants Knowledge on Inclusion

Examining mastery of basic knowledge of regular classroom teachers related to the inclusion of students with intellectual disability will have a contribution in identifying how the teachers are knowledgeable about the inclusion and areas of deficiency in their knowledge related to the inclusion in order to design remedial programs for them. This in turn will have a contribution in facilitating the learning of students with intellectual disability because regular class teachers are responsible, at the first stage, for learning of students with the disability in regular classrooms.

In line with above idea, Drew et al. (1984) noted that the regular classroom teacher is responsible for any adaptation that may be necessary for student's success, consequently, this teacher must have the skills to develop and adapt curricula to meet individual needs. This implies that the regular class teacher will have to develop a greater knowledge and responsiveness with respect to special learning needs in the classroom and should form part of teacher education programs, both at initial level and as part of in-service training. As stated in Kuyini and Desai (2007), knowledge of inclusive education is predictive of effective teaching in inclusive classrooms.

The heterogeneous nature of today's classrooms means that the responsibility for teaching an increasingly diverse group of students falls largely to the general education classroom teacher. Teachers are not only required to meet rigorous curriculum standards, but also to respond to the

individual needs of the students in their classrooms (Bunch, Lupart, & Brown, 1997). Despite this reality, teachers must be prepared to support students' learning in a variety of ways. This is not an easy order to fill it requires both a sound knowledge of effective inclusive teaching strategies and the motivation and prioritization on the part of the teacher to implement them effectively (Rosenfeld & Rosenfeld, 2004).

Based on the assessment made to knowledge of regular classroom teachers, their mastery of basic knowledge were determined by the individuals mean score value. Accordingly, based on their responses to the items in the questionnaire, individuals mean score values were computed. Those individuals with a mean score value equal to or greater than 12.5 were taken as having a basic knowledge to include students with mental retardation into the regular classroom successfully and those with a mean score value less than 12.5 were taken as lacking the basic knowledge to teach pupils with mental retardation in regular classrooms.

The result indicates that the regular classroom teachers had a mean score value of 10.7. The mean scored by the regular class teachers was below the neutral value and this consequently indicates that the teachers lack sufficient knowledge to teach in classrooms where individuals with intellectual disability included in. This insufficiency of the regular classroom teachers' knowledge to include students with intellectual disability into the regular classroom was also approved by one sample t-test made for the differences between the expected mean score value (12.5) and the respondents mean score value (10.7) because the t-value of the test was 7.63, which was significant at 0.05 level.

The possible reasons for the teachers to lack sufficient knowledge on inclusion of students with intellectual disability into the regular classroom could be lack of appropriate training specific to the teaching of students with intellectual disability and loose relationships between the regular classrooms and special needs education teachers related to the learning of the students in regular classrooms. In addition, the above-mentioned reasons were justified by information gained from interview held with the selected participants. Almost all of them agreed that the trainings they received were not specific to the learning of students with intellectual disability in regular classrooms and the special needs education teachers did not give any attention to support the

regular class teachers included students with the disability in their classrooms. Instead, they fully focused only on those individuals with the disability in special classrooms.

It is indicated in table three on page thirty-four that some knowledge related items mean values were far below the expected mean of the items when compared to the mean values of the rest items and five of the items were in this category. As it is discussed in the description part of the table, these items were on concept of intellectual disability, teaching methodologies in teaching students with intellectual disability, and characteristics of pupils with the disability. From this, it can be interpreted that the regular class teachers responded for the items did not trained on learning conditions specific to students with intellectual disability. Because if they were trained, it is expected that they should know about the disability and characteristics of students with the disability because one of the responsibilities of regular class teachers included students with intellectual disability in their classrooms is, as stated in Gearheart, Weishahn & Geraheart (1992), educating students about people with disabilities to their students.

It is known that among the ways making regular classroom teachers acquire the basic knowledge that helps them to include students with intellectual disability successfully in their classrooms is provision of appropriate training specific to the responsibility they held. When we look into the rate of participation of the participants (see table two on page 31) in training activities maintained, most of them (74.6%) in one way or another had an experience of participating in trainings provided on inclusion. Therefore, why the participants scored below the expected mean score can be a question.

To say something on the above question raised based on data gathered through interview held with the selected regular classroom teachers and those who participated in the training activities held stressed that the trainings they participated in were highly focused on general concept of inclusion and not on practical aspect of teaching students with intellectual disability in regular classrooms. Therefore, this could be one major reason for lacking of the regular class teachers sufficient knowledge associated to inclusion of pupils with the disability into the regular classroom.

4.3.2. Attitude towards the Inclusion

Studying attitudes of regular classroom teachers in inclusive settings will have a contribution in facilitating the learning of students with special needs in general and with intellectual disability in particular because attitude is among the factors determining the success of the inclusion. To this end, it is stated in Cook, Gerber, and Semme (1999) cited in Lifshitz, Glaubman, & Issawi (2004) that one of the factors influencing the effective implementation of inclusion is teachers' attitudes because positive attitudes among regular educators are necessary for the success of inclusion. Therefore, teachers' attitudes towards inclusion are clearly influential in the effective implementation of inclusive practices within the classroom.

The results of this investigation of the attitude should be interpreted cautiously in the light of some limitations of the study. The assessment of our respondents' attitudes was solely based on their responses to the self-report instrument. Consequently, as no direct measures of their actual class behavior were recorded, any conclusions drawn should be treated with caution.

In this study, the attitude of regular classroom teachers towards the inclusion of students with intellectual disability into the regular classroom were determined by individuals mean score value. Accordingly, from the responses to statements, individuals mean score value was computed. Those individuals with mean score value of greater or equal to 40 were considered as having positive attitude, and those with mean score value of less than 40 were considered as having negative attitude towards the inclusion of students with intellectual disability into the regular classroom.

The result indicates that the regular classroom teachers had a mean score value of 45.69 and with a t-value of 8.21, which was significant at 0.05 level. This means that the mean scored by the regular class teachers was above the neutral value and this consequently indicates, overall, the regular class teachers in this survey held generally positive attitude towards the inclusion of students with intellectual disability. In a study conducted by Tesfaye (2005) on the attitudes of regular classroom and special needs education teachers in two Primary Schools in Addis Ababa and Adama town, the result of his assessment showed that both the regular and special needs education teachers held negative attitudes towards the inclusion. This implies that the result of

this study is opposite to the research finding by Tesfaye and the attitude of our regular class teachers in primary schools of Addis Ababa is improving.

There are possible reasons that made teachers holding positive attitude towards the inclusion of students with intellectual disability into the regular classroom. The increasing incorporation of inclusion into school systems, the day-to-day contact or experience of the teachers with the students in the schools' compound, and increased enrollment rate of the students in the schools at different grade levels when compared to previous conditions could be some of the possible reasons. The course provided on special needs education for teachers' trainees in the pre-service program and different short in-service trainings provided for regular classroom teachers in the form of seminars etc could be other reasons for presence of the positive attitude.

It is stated in Janney, Snell, Beers, & Raynes (1995), teacher variables found to influence inclusion attitudes include contact or experience with students with special educational needs and professional development. Campbell, Gilmore, & Cuskelly (2003) cited in Avramidis & Kalyva (2007) have also stated the importance of increased experience and social contact with children with special educational needs in conjunction with the attainment of knowledge and specific skills in instructional and class management, in the formation of favorable attitudes towards inclusion.

One of the methods of improving the attitudes of teachers towards the inclusion of students with intellectual disability into regular classrooms is provision of appropriate training or professional development on different aspects inclusion. Provision of appropriate training could result in enhanced teachers' knowledge on effective inclusive practices. It has been consistently found that professional development courses result in less resistance to inclusive practices (Leyser & Tappendorf, 2001 cited in Avramidis & Kalyva, 2007; Dickens-Smith, 1995) and a reduction in stress when coping with the demands of inclusion (Forlin, 2001 cited in Avramidis & Kalyva, 2007).

Related to the above idea it is worth mentioning here that regardless of the effectiveness and appropriateness of the trainings provided, 25.4% of the respondents responded, as they did not get any training on inclusion of students with intellectual disability into the regular classroom.

The percentage of the untrained respondents is not small, it comprises one fourth of the total number of the respondents. Without training, it is unfair to ask a general teacher to teach in classrooms where students with intellectual disability included in. In addition, it is illogical to expect more positive attitudes and better inclusive practices from such kinds of untrained regular class teachers on the inclusion. Because, no training means absence of sufficient knowledge on different aspects of inclusion and which may in turn lead to negative attitude towards the inclusion of pupils with the disability into the regular classroom.

Based on information gained through interview with teachers' respondents about the trainings they acquired, almost all the respondents responded for the question related with trainings emphasized that the trainings they got were not specific to the teaching of students with intellectual disability in regular classrooms, instead, highly focused on concepts and benefits of inclusion.

Indicated in the finding part of this study, as a group, the participants scored differently on the items in the scale. Specifically, they scored minimum on items associated with mutual benefits of presence of students with intellectual disability in regular classrooms and the contradictory attitudes reported on the items in this survey (see table four and its description on page 36). From the result of the scores, it can be interpreted that the regular class teachers might have a fear of inclusion minimizes the learning outcomes of all the students in the classroom. In addition, during classroom observations maintained by the researcher, it was rare to see when students with the disability actively participating in ongoing classroom instructional activities and almost the pupils were passive and sitting idle in the classrooms. This kind of attitudinal barrier and ignorance of the teachers could be the result of either from the misconception of the teachers that trying the pupils to participate may waste their time of work or lack of adequate knowledge on management of classroom instructions where pupils with intellectual disability included in.

However, literature reveals the opposite. Different individuals state that inclusion has mutual benefits both for students with intellectual disability and for other students in the classroom. For instance, Nielsen (1997) noted that in an inclusive school environment students with intellectual disability are accepted and supported by their peers and acquire valuable social and communication skills that help them become better prepared for post-school experience. When

students with intellectual disability are included in the regular classroom, students without intellectual disability have a lessened fear of human differences while becoming more aware of individual differences and they become more responsive to the needs of others; more tolerant and learnt to appreciate human diversity (Mastropieri & Scruggs, 2000).

4.3.3. Classroom Practices of the Respondents

Assessing classroom practices of the regular classroom teachers related to inclusion of students with intellectual disability into the regular classroom may help to identify the problematic areas in the practices in order to design compensatory programs for the practitioners. If the problematic areas are identified and necessary compensatory programs are designed and implemented, as a result, the classroom practices can be improved.

Effective inclusive classroom practice is the result of interplay between different factors of different professionals. Among these professionals, the major one is a regular classroom teacher. Related with this idea, it is stated in Kuyini and Desai (2007) that teacher knowledge of and attitudes towards some types of students can exert a significant influence on their behaviors in inclusive settings.

In this study, the result of any of the quantitative assessments made were determined by individuals mean score value. Accordingly, from the responses to statements, individuals mean score value was computed. Those individuals with a mean score value of greater or equal to 20 were considered as having efficient classroom practices, and those with a mean score value of less than 20 were considered as having inefficient classroom practices towards the inclusion of students with intellectual disability into the regular classroom.

The result of the assessment of the classroom practices showed that the regular classroom teachers had a mean score value of 17.7 and with t value of 6.74, which was significant at 0.05 level. This means that the mean scored by the regular class teachers was below the neutral value and this consequently indicates that the teachers had inefficient classroom practices towards the inclusion of students with intellectual disability into the regular classroom. The possible reasons for the inefficiency of the classroom practices could be lack of appropriate training specific to the inclusion of students with intellectual disability into the regular classroom and loose

relationships between the regular class teachers and special needs education teachers in the target schools of this survey.

The result of the interview held with selected participants of this study also support the possible reasons stated above. The interviewees stressed that the trainings provided were not specific to education of students with intellectual disability in regular classrooms, the special needs education teachers in the schools gave no attention to pupils with intellectual disability in the regular classroom, and their attention was only on students with the disability in special classes. If there were strong relationships between the regular classroom and the special needs education teachers, it was unquestionable that the regular class teachers would get a chance of improving their classroom practices.

McLeskey and Waldron (2002) noted, to ensure that teachers are well prepared for successfully implementing an inclusive school; sufficient opportunities for professional development must be provided. As Fox and Ysseldyke (2001) cited in McLeskey and Waldron (2002) suggest, professional development is especially important for schools adopting inclusion because teachers are being asked “to accept new responsibilities and to expand their roles into new perhaps, personally threatening areas. The ideas stated above stressed the need for appropriate training if the teachers are expected to fulfill their roles in an effective manner. Because as emphasized by Radda Barmen (1995) cited in abate (2001), it is unrealistic and unfair to expect that ordinary class teacher would be able to include children with disabilities including the one with intellectual disability in the ordinary classroom without first receiving adequate training.

It is known that positive relationship between regular classroom and special needs education teachers has immense contribution in the task of improving classroom practices in inclusive settings because it is expected that special needs education teachers are more knowledgeable about provision of education for students with special needs and can support regular classroom teachers in their classroom practices. However, the information gained from the regular class teachers of the target schools indicated that the schools lost this chance of improving their classroom practices. To justify the above idea, it is noted in Snell & Jenney (2000) that in an inclusive school, the support teacher (formerly the special education teacher) acts as a collaborative consultant to the general education teacher. The support teacher is responsible for

assisting the classroom teacher in developing strategies and activities so that students with disabilities can be effectively included in the general classroom. The collaboration between the support and general education teachers is essential for the success of the effort.

Indicated in table five on page 38, there were high variations between the means values scored on items in the classroom practice scale. The least mean values scored on some of the items were very far below the expected mean (1). The items the participants scored low on were items related with teaching strategies and adaptations made specific to the teaching of pupils with intellectual disability in regular classrooms. This deficiency of the regular class teachers in their classroom practices could be resulted from lack of training specific to the teaching of individuals with intellectual disability in regular classrooms.

In addition, from observations conducted on the actual classroom instructions what major issue observed was, students with intellectual disability in regular classrooms were not actively participating in classroom instructions and it can be said that the students were passive learners. The teachers of students with intellectual disability in the regular classrooms were not looking motivated to make the students active participants in the learning process. The reasons for the teachers to ignore the students could be lack of sufficient knowledge on how to adapt classroom instructions in order to make pupils with intellectual disability in the regular classroom active participant in the learning process.

4.3.4. Comparisons Made on Different Teachers' Variables

In this study, comparisons were performed between the two groups formed from regular class teachers of Kokebe Tsebah School and the rest four primary schools. In addition, the comparisons were made between male and female participants and between the respondents those with training on inclusion and without. Based on the result of the comparisons made, it was observed that only some of the results gained were significant at 0.05 level and most of them weren't.

Among the comparisons made between within a group, the one made between teachers from different schools on their knowledge related with the inclusion showed (see table six on page 39), statistically, there was significant difference between the regular class teachers of Kokebe

Tsebah and the other schools. The possible reasons for the difference could be whether it was appropriate or not, the more chance the Kokebe Tsebah School teachers had to participate in training activities on inclusion. Because of Kokebe Tsebah is a school with long years of experience in providing education for individuals with intellectual disability and this situation of the school by itself might be initiated the regular class teachers who were working in the school to know about individuals with the disability more from different sources.

On contrary, the t-values calculated for the differences between the mean scores scored by the participants from the two groups of schools on the attitude and classroom practices scales (see tables 9&12 on pages 41& 42) indicated that there were no statistically significant differences between the groups on the variables. The reason for this could be the ineffectiveness of the trainings in bringing up a difference on attitude and classroom practices between the groups of the regular class teachers.

Regarding the comparisons made between male and female participants of this study for the differences between their mean score values on their knowledge, attitudes, and classroom practices associated to the inclusion of students with mental retardation into the regular classroom (see tables 7,10,&13 on pages 40,41&43), the results showed that there were statistically no significant differences between the two sexes. The absence of significant differences between the respondents may show the similarity of the treatments provided for both sexes in their working environments.

The remaining comparisons were made between teachers' respondents who received training on inclusion and did not. Consequently, the comparisons made for the mean score values differences observed on knowledge and classroom practice variables showed that (see tables 8 &14 on pages 40 & 43) there were statistically significant differences between the two because the t-values calculated were significant at 0.05 level. However, the t-value calculated (see table 14 on page 46) for the mean score value difference observed on the attitude scale between the respondents was not significant at 0.05 level. Hence, there was no a statistically significant difference between the participants who were with training on inclusion and without on their attitude towards the inclusion of pupils with intellectual disability into the regular classroom.

It is known that trainings appropriate to specific conditions of the learning environment may have a significant contribution in enhancing the teacher's basic knowledge specific to the condition at hand; in improving his/her attitude towards the condition; and this enhanced knowledge and improved attitude may result in improved classroom practices. Bear this in mind, the comparisons made between teachers who got training on inclusion and did not showed that there were statistically significant differences between them on knowledge and classroom practice variables and, statistically, no significant difference was observed on the attitude variable.

The possible reasons for the significant differences observed could be whether it was effective or not, the trainings provided resulted in the differences observed. However, the possible reasons for absence of significant difference on attitude variable could be the ineffectiveness of the trainings provided in bringing up attitudinal changes. In addition, the available working conditions in the specific schools could be another reason for absences of significant difference between the participants because specific conditions in the working environment can influence attitude in addition to having sufficient knowledge.

4.3.5. Correlations Performed Between Different Teachers' variables

For looking into relationships between some variables, correlations were performed between teaching experience of the regular class teachers in teaching pupils with mental retardation and knowledge and attitude they have on inclusion and their classroom practices associated with the inclusion. The researcher applied Pearson's Correlation to examine the relationships between the aforementioned teachers' variables.

The conclusion for the result of Pearson's Correlation performed (see table 15 on page 44) based on the correlation coefficients gained can be all the correlations made between the variables indicated positive relationships. Even though the correlations were positive, they were not strong correlations because all correlation coefficients were less than 0.5.

Indicated In the above paragraph, teaching experience in teaching students with intellectual disability and the knowledge level of the participants were positively correlated if not strong. This could be because of when teachers are assigned to work in inclusive classrooms it is their

responsibility to manage the learning of all the students in the classroom including students with special needs. Therefore, to fulfill their responsibility they might be motivated to know more about the learning of students with special needs through their own individual effort even in the absence of appropriate training.

The correlations made between the teaching experience and attitude and the teaching experience and classroom practices were identified positive but not strong. The possible reasons for the positive relationships observed could be; through teaching experience the regular classroom teachers may get a chance of knowing about students with special needs more. When the teachers' knowledge levels are increased, it may have positive impact on attitudinal change and on task of improving classroom practices even though attitude and classroom practices influenced not only by mastery of the basic knowledge also by other factors in the working environment.

Regarding the correlations made between knowledge and attitude, knowledge and classroom practices, and attitude and classroom practice variables, the relationships observed were positive if not strong. The possible reasons for the occurrence of the positive relationships between knowledge and attitude, knowledge and classroom practice variables could be the same with what was stated in the above paragraph related to the role of knowledge in forming positive attitude and improving classroom practices. The possible reasons for the relationship observed between attitude and classroom practices could be, when more and more positive attitude is formed towards the inclusion of pupils with special needs into the regular classroom, the probability of the regular class teacher to be motivated to serve the students more effectively might be increased. This increased motivation of the regular class teacher to improve provision of his/her service to the students may initiate him/her to know more and more about effective teaching processes in inclusive classrooms, as a result, his/her classroom practices can be improved.

CHAPTER FIVE

SUMMARY, CONCLUSION, & RECOMMENDATIONS

5.1. Summary

The main purpose of this study was to examine the knowledge, attitude, and classroom practices of regular classroom teachers associated to inclusion of students with intellectual disability into regular classrooms of primary schools in Addis Ababa.

In order to deal with the basic questions, related literature was properly reviewed; a questionnaire contains knowledge, attitude, and classroom practice related items were prepared and utilized to assess the knowledge, attitude and classroom practices of the regular classroom teachers related to inclusion of students with intellectual disability into the regular classroom. In addition, an interview guide and observation checklist were developed and administered to gather supplementary data.

The selection of sample of the regular classroom teachers were through application of simple random sampling technique. All of the instruments were administered on all the samples to collect the needed data. The analysis of data in this study was through utilization of different descriptive statistics such as percentages, mean, and standard deviations. At appropriate places, there was application of a t-test also.

Generally, as a group, the participants of this study scored the following mean scores on the variables in this survey.

Variable	Mean Score	Status
Knowledge	10.7	Below the expected mean (12.5)
Attitude	45.69	Above the expected mean (40)
Classroom Practices	17.7	Below the expected mean (20)

All the above mean scores were significant at 0.05 level.

5.2. Conclusions

The following are the conclusions arrived at:

1. The regular class teachers in this study lack sufficient knowledge on inclusion of individuals with intellectual disability in to the regular classroom.
2. The regular class teachers in this study held positive attitude towards the inclusion of pupils with intellectual disability in to the regular classroom.
3. The participants of this study had deficient classroom practices related to inclusion of students with intellectual disability in to the regular classroom.
4. There was a statistically significant difference between groups of regular classroom teachers from different schools in mastery of basic knowledge associated to inclusion of pupils with intellectual disability into the regular classroom.
5. There was no a statistically significant difference in attitude towards the inclusion of students with intellectual disability into the regular classroom and on classroom practices associated to the inclusion between groups of regular class teachers of the different schools.
6. There were no statistically significant differences between male and female participants of this study in basic knowledge they had about inclusion of individuals with intellectual disability into the regular classroom, attitude towards the inclusion, and in their classroom practices related to the inclusion.
7. There were significant differences between the regular class teachers who received training on inclusion and did not on knowledge they have on inclusion of pupils with intellectual disability into the regular classroom and classroom practices associated to the inclusion.
8. There was no significant difference observed in attitudes towards the inclusion of students with intellectual disability into the regular classroom between the regular class teachers who had training on inclusion and had not.
9. Positive correlations were observed between teaching experience in teaching students with intellectual disability, knowledge of the inclusion, attitudes towards the inclusion, and classroom practices related to the inclusion variables.

5.3. Recommendations

The condition of the regular class teachers in lacking sufficient knowledge on inclusion of students with intellectual disability into the regular classroom coupled with the way the teachers implementing the inclusion in regular classrooms can hinder the promotion of inclusion of the individuals. Therefore, the condition needs implementation of effective measures to tackle the prevailing problems that work against the inclusion of individuals with intellectual disability into the regular classroom.

The following measures are recommended:

1. The schools should create and raise awareness among regular class teachers about the nature of intellectual disability, the potentialities to be cultivated in students with intellectual disability, and the teaching strategies of students with mental retardation in regular classrooms. The implementation of this recommendation can be through discussions, training, workshops, and seminars by inviting professionals in the field by collaborating with educational offices at different levels, with colleges and universities providing courses on special needs education, and with NGOs like Ethiopian National Association on Intellectual Disabilities (ENAIID). So that the regular class teachers will have better understanding to promote inclusion of individuals with intellectual disability into the regular classroom.
2. The schools should work hard toward facilitating continuous collaboration between special and regular class teachers to ensure that needs of pupils with intellectual disability are being met both in and outside their classrooms.
3. There is a need to give incentives and encouragement for teachers and material assistance for schools currently exercising inclusion of individuals with intellectual disability by Kebele Education Offices.
4. The schools should design experience-sharing programs between those regular class teachers who relatively perform better on the inclusion and teachers who perform low through collaboration with Special Needs Education Units in their schools.
5. The schools should seek ways to provide written materials on education of pupils with intellectual disability to regular class teachers in order to increase the knowledge of the teachers on education of students with the disability.

6. Future research is suggested on factors contributed to ineffectiveness of the classroom practices of the regular class teachers associated with the inclusion in order to pave ways for improvement of the inclusion of the students in regular classrooms.

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Appendices

Appendix- A

Mean Score Values of individual Participants

Subject	Mean Scores			Subject	Mean Scores		
	Knowledge	Attitude	Classroom Practices		Knowledge	Attitude	Classroom Practices
1	12.00	47.00	23.00	33	10.00	49.00	16.00
2	13.00	46.00	18.00	34	9.00	50.00	15.00
3	11.00	48.00	21.00	35	10.00	42.00	18.00
4	9.00	47.00	18.00	36	10.00	46.00	17.00
5	10.00	43.00	18.00	37	9.00	44.00	14.00
6	12.00	47.00	23.00	38	14.00	48.00	15.00
7	10.00	50.00	18.00	39	12.00	45.00	16.00
8	14.00	51.00	21.00	40	9.00	49.00	19.00
9	13.00	47.00	18.00	41	9.00	51.00	19.00
10	10.00	49.00	18.00	42	9.00	39.00	15.00
11	12.00	45.00	23.00	43	11.00	35.00	14.00
12	13.00	52.00	18.00	44	10.00	45.00	18.00
13	15.00	50.00	19.00	45	11.00	48.00	18.00
14	12.00	47.00	17.00	46	9.00	47.00	13.00
15	10.00	51.00	14.00	47	10.00	56.00	22.00
16	12.00	51.00	15.00	48	10.00	37.00	13.00
17	10.00	50.00	18.00	49	9.00	46.00	15.00
18	11.00	47.00	19.00	50	12.00	50.00	17.00
19	9.00	48.00	17.00	51	8.00	47.00	18.00
20	14.00	50.00	18.00	52	8.00	47.00	17.00
21	12.00	34.00	19.00	53	9.00	37.00	11.00
22	14.00	44.00	16.00	54	11.00	38.00	18.00
23	11.00	43.00	18.00	55	9.00	40.00	22.00
24	13.00	45.00	15.00	56	8.00	35.00	15.00
25	14.00	48.00	17.00	57	9.00	41.00	18.00
26	11.00	40.00	20.00	58	10.00	46.00	17.00
27	11.00	45.00	14.00	59	9.00	37.00	16.00
28	14.00	52.00	20.00	60	11.00	42.00	24.00
29	11.00	43.00	19.00	61	7.00	52.00	20.00
30	13.00	48.00	15.00	62	10.00	39.00	17.00
31	9.00	51.00	20.00	63	9.00	52.00	23.00
32	10.00	41.00	17.00				

Expected mean of the participants = $\frac{\text{Max. Score} + \text{Min. Score}}{2}$

$$\text{Knowledge} = \frac{25}{2} = 12.5$$

$$\text{Attitude} = \frac{80}{2} = 40$$

$$\text{Classroom Practices} = \frac{40}{2} = 20$$

Appendix-B

Table 3: Composite summary of the assessment result on knowledge

N for Kokebe Tsebah=32 N for other schools=31 Total N=63

Item No.	Item's Description	Mean of Kokebe Tsebah	Mean of other schools	t-value for the difference	Combined mean
1	Intellectual disability is a mental disorder	0.31	0.35	0.35	0.33
2	Lack of oxygen during birth brain damage due to accident could cause intellectual disability	0.41	0.39	0.15	0.40
3	Children with intellectual disability follow the same pattern of development as other children	0.38	0.42	0.35	0.40
4	Children with intellectual disability cannot benefit from education or training	0.59	0.68	0.68	0.63
5	Memory deficit is one of the characteristics of children with intellectual disability.	0.56	0.42	1.13	0.49
6	Children with intellectual disability must attend education because they can learn.	0.47	0.42	0.39	0.44
7	Attitudes of regular classroom teachers and classmates can have impact on achievement of students with intellectual disability in the regular classroom.	0.53	0.35	1.40	0.44
8	Teachers of children with intellectual disability should focus on functional skills in teaching the children	0.47	0.45	0.13	0.46
9	Children with intellectual disability in the regular classroom should be provided with the same content areas as their peers	0.59	0.52	0.61	0.56
10	Children with intellectual disability in the regular classroom may need extra time to complete a task.	0.69	0.68	0.09	0.68
11	Educating children with intellectual disability in the regular classroom enables them to develop social skills.	0.72	0.42	2.48*	0.57

Item No.	Item's Description	Mean of Kokebe Tsebah	Mean of Other Schools	t-value for the Difference	Combined Mean
12	Using the strategy of task break down in education of students with intellectual disability minimize the motivation of the students	0.31	0.58	2.19*	0.44
13	Parents of children with intellectual disability can serve as a co-teacher in education of their children.	0.63	0.58	0.35	0.60
14	Inclusion of students with intellectual disability in to the regular classroom can be beneficial to students without the disability.	0.25	0.45	1.69	0.35
15	In teaching students with intellectual disability in the regular classroom, a group need but not an individual need has to be taken in to consideration	0.34	0.26	0.73	0.30
16	Students with intellectual disability show dramatic changes if they attend education in the regular classroom.	0.53	0.23	2.59*	0.38
17	Teachers should employ the same methodology of assessing the progress of children with intellectual disability as other students without the disability.	0.65	0.19	4.13*	0.42
18	Children with intellectual disability can benefit best from incidental learning.	0.31	0.35	0.35	0.33
19	In teaching concepts for children with intellectual disability, it is advisable to move from the complex to the simpler one	0.53	0.19	2.92*	0.36
20	Peer tutoring can be helpful in teaching students with intellectual disability in the regular classroom.	0.56	0.27	2.54*	0.41
21	Working toward the acceptance of students with intellectual disability is one of the tasks of inclusive classroom teachers	0.53	0.23	2.59*	0.38

Item No.	Item's Description	Mean of Kokebe Tsebah	Mean of Other Schools	t-value for the Difference	Combined Mean
22	Students with intellectual disability in the regular classroom can benefit more if they listen attentively than actively participating in the process of classroom instruction	0.22	0.35	1.19	0.29
23	Using repetition technique may have a positive impact in enhancing the memory of students with intellectual disability	0.53	0.19	2.92*	0.36
24	Because of children with intellectual disability may have behavioral problems, it is not advisable making them working with their classmates without the disability	0.31	0.26	0.47	0.29
25	Providing a reward to students with intellectual disability for completing a task has no contribution in improving their learning ability	0.28	0.48	1.67	0.38

*P is significant at 0.05 level

Appendix-C

Table 5: **Composite summary of the assessment result on the attitude**

N for Kokebe Tsebah=32 N for other schools=31 Total N=63

Item No.	Item's Description	Mean of Kokebe Tsebah	Mean of other schools	t-value for the difference	Combined mean
1	The presence of students with intellectual disability in regular classrooms will lower the academic performance of students without the disability	1.81	1.74	0.35	1.78
2	I feel inadequate in my professional skill to teach students with intellectual disability if they are assigned into regular classes	2.41	2.16	1.23	2.29
3	Students with intellectual disability deserve an individualized support and follow up from teachers in regular classrooms	2.72	1.97	4.44*	2.34
4	Educating students with intellectual disability in the regular classroom hampers the academic achievement of other students in the classroom.	1.28	1.58	2.07*	1.43
5	Students with intellectual disability should not be mixed with regular class students	2.69	2.32	2.23*	2.51
6	The presence of children with intellectual disability in the regular classroom does not have any benefit for children without the disability	1.63	1.39	1.48	1.51
7	Inclusion of students with intellectual disability with their peers in regular classrooms can provide an opportunity for collaborative work	2.00	2.23	1.21	2.11
8	Most students with intellectual disability can be educated in regular classrooms	2.66	2.13	2.50*	2.39
9	Teaching children with intellectual disability in inclusive classes waste my teaching time	2.19	2.19	0.03	2.19

Item No.	Item's Description	Mean of Kokebe Tsebah	Mean of Other Schools	T-value for the difference	Combined Mean
10	The achievement of both, children with intellectual disability and without, deteriorate if they are taught in the same classroom	1.25	1.58	2.11*	1.41
11	In inclusive classes children with intellectual disability cannot improve in their education whatever support is provided for them	2.75	2.10	4.25*	2.43
12	Students with intellectual disability should be respected as individuals with differences as other children in classroom are respected	2.03	1.58	2.14*	1.81
13	Students with intellectual disabilities are able to participate productively in general education classroom learning activities	2.72	2.00	5.18*	2.36
14	Students with intellectual disability do not benefit from inclusion	2.81	2.74	0.53	2.78
15	The problem behavior of a child with intellectual disability cannot be managed by regular classroom teachers and as such the child should not be included into the regular classroom	2.59	2.77	1.16	2.68
16	The inclusion of children with intellectual disability into the regular classroom adversely affect the teaching learning process in regular classrooms	2.44	2.55	0.58	2.49
17	Students without disabilities do not accept their peers with disabilities in the general education classroom	2.78	2.87	0.72	2.83
18	Students with intellectual disabilities appear to adapt behaviorally and academically if included into the regular classroom	2.81	2.87	0.52	2.84
19	Benefit more when children with intellectual disability educated in separate special classes	2.75	2.74	0.06	2.75
20	There's no need of giving special treatment for students with intellectual disability alone because all are equal to us in regular classes	2.72	2.84	0.86	2.78

*P is significant at 0.05 level

Appendix-D

Table 7: Composite summary of assessment of the classroom practices

N for Kokebe Tsebah=32 N for other schools=31 Total N=63

Item	Item's Description	Mean of Kokebe Tsebah	Mean of other schools	t-value for the difference	Combined mean
1	I work toward the acceptance of students with intellectual disability by their peers without the disability	1.03	0.55	2.80*	0.79
2	I use repetition technique in their instruction to fix already provided information in the long term memory of students with intellectual disability	0.97	0.58	2.25*	0.78
3	I teach concepts to students with intellectual disability from the simpler to the complex one	1.06	0.58	2.85*	0.82
4	I try to improve the short-term memory performance among children with intellectual disability, by direct teaching, or by rehearsal or practice procedures	1.16	0.65	3.03*	0.90
5	I facilitate for children with intellectual disability to learn by watching others demonstrate how to perform tasks	0.97	0.66	2.04*	0.81
6	I use reinforcement and incentives to encourage the learning of students with intellectual disability	0.97	0.85	0.88	0.91
7	I focus on functional skills in teaching students with intellectual disability	1.09	0.87	1.15	0.98
8	I apply peer tutoring to facilitate the learning of students with intellectual disability	0.69	0.52	0.90	0.60
9	I choose and use instructional materials that help promote active learning of targeted behaviors by students with intellectual disability	0.59	1.39	4.90*	0.98
10	I plan individual and small and large group activities that help in the acquisition of targeted behaviors by children with intellectual disability	0.75	1.06	1.85	0.90

Item No.	Item's Description	Mean of Kokebe Tsebah	Mean of Other Schools	T-value for the difference	Combined Mean
11	I measure progress of students with intellectual disability on a continuous basis	1.22	1.29	0.43	1.25
12	I facilitate for active involvement of students with intellectual disability in classroom instructions	1.00	1.16	0.91	1.08
13	I use a variety of cuing and prompting techniques to elicit correct responses of children with intellectual disability	0.69	0.65	0.28	0.67
14	I select and use a variety of instructional procedures according to the individual needs of students with intellectual disability	0.66	0.81	1.10	0.73
15	I provide all the necessary feedback to students with intellectual disability to motivate and inform them	0.78	1.00	1.54	0.89
16	I provide the same content areas for students with intellectual disability as their peers	1.19	0.97	1.17	1.08
17	My lesson plans reflect the diversity of students' experience.	0.63	0.90	2.02*	0.76
18	I use tutorial approaches for students with intellectual disability	0.75	0.87	0.77	0.81
19	In our school, parents of children with intellectual disability participates in education of their children	1.31	0.94	1.98	1.13
20	In our school, regular classroom teachers collaborate with special needs and other teachers to facilitate the learning of children with intellectual disability	0.75	0.84	0.46	0.79

*P is significant at 0.05 level

Appendix-E

Enrollment of students with intellectual disability in regular classes in primary schools in Addis Ababa

By school

S.N.	School	No. of Students		
		M	F	T
1	Kokebe Tsebah	19	18	37
2	Misrak Ber No. 2	5	2	7
3	Lideta Selam	2	2	4
4	Belay Zeleke	2	-	2
5	Akaki Mengist	2	2	4
	Total	30	24	54

By grade level

S.N.	Grade	No. of Students		
		M	F	T
1	One	9	10	19
2	Two	5	2	7
3	Three	1	3	4
4	Four	5	2	7
5	Five	3	2	5
6	Six	2	2	4
7	Seven	4	2	6
8	Eight	1	1	2
	Total	30	24	54

Appendix-F

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF SPECIAL NEEDS EDUCATION

**A questionnaire filled by regular class teachers to assess their knowledge, attitude,
and classroom practices**

Dear Teachers:

I am doing a study for my master's thesis at Addis Ababa University concerning inclusion of children with intellectual disability. Permission has been secured from the principal to request your cooperation. Your consent to participate in this study is shown by your will to answer questions in this questionnaire.

Your response is confidential and anonymous.

Thank you in advance for your participation.

Sincerely Yours

Dagnachew Abebe

Part One: Personal Data

Direction: Please circle or fill in the blanks with appropriate information

1. Name of the school _____
2. Name of the sub-city where the school is located _____
3. Sex A. Male B. Female
4. Age _____
5. Educational Level _____
6. Subject of Graduation _____ Major _____ Minor _____
7. Subject/s you teach _____
8. The number of periods you teach per week _____
9. Marital Status: A. Married B. Unmarried C. Divorced D. If any, please

specify _____

10. Do you have child/children? A. Yes B. No
11. If yes, how many? _____
12. Do you have any relative or child with disability? A. Yes B. No
13. Do you have any relative or child with intellectual disability? A. Yes B. No
14. How many years of experience do you have in a non-teaching profession? _____
15. For how many years have you been in teaching altogether? _____
16. In teaching children with intellectual disability _____ years/months
17. Have you had any training on teaching students with intellectual disability in inclusive classrooms?
A. Yes B. No
18. If your response to item number "6" is "yes", what type of training did you receive?
A. Summer program B. Short workshop
C. Others (specify) _____
19. What is the duration of training(s) indicated in number 6? _____
20. Average number of students you teach in a class
A. < 45 B. 45-65 C. 66-85 D. Above 85

Part Two

Direction: Circle '1' if the statement is right, circle '2' if the statement is wrong against each of the Item.

1= yes 2= No

S.N.	Item	Response Category	
		Yes	No
1	Intellectual disability is a mental disorder	1	2
2	Lack of oxygen during birth brain damage due to accident could cause intellectual disability	1	2
3	Children with intellectual disability follow the same pattern of development as other children	1	2
4	Children with intellectual disability cannot benefit from education or training	1	2
5	Memory deficit is one of the characteristics of children with intellectual disability.	1	2
6	Children with intellectual disability must attend education because they can learn.	1	2
7	Attitudes of regular classroom teachers and classmates can have impact on achievement of students with intellectual disability in the regular classroom.	1	2
8	Teachers of children with intellectual disability should focus on functional skills in teaching the children	1	2
9	Children with intellectual disability in the regular classroom should be provided with the same content areas as their peers	1	2
10	Children with intellectual disability in the regular classroom may need extra time to complete a task.	1	2
11	Educating children with intellectual disability in the regular classroom enables them to develop social skills.	1	2
12	Using the strategy of task break down in education of students with intellectual disability minimizes the motivation of the students	1	2
13	Parents of children with intellectual disability can serve as a co-teacher in education of their children.	1	2
14	Inclusion of students with intellectual disability in to the regular classroom can be beneficial to students without the disability.	1	2
15	In teaching students with intellectual disability in the regular classroom, the focus should be a group but not an individual need.	1	2

1= yes 2= No			
S.N.	Item	Response Category	
		Yes	No
16	Students with intellectual disability show dramatic changes if they attend education in the regular classroom.	1	2
17	Teachers should employ the same methodology of assessing the progress of children with intellectual disability as other students without the disability.	1	2
18	Children with intellectual disability can benefit best from incidental learning.	1	2
19	In teaching concepts for children with intellectual disability, it is advisable to move from the complex to the simpler one	1	2
20	Peer tutoring can be helpful in teaching students with intellectual disability in the regular classroom.	1	2
21	Working toward the acceptance of students with intellectual disability is one of the tasks of inclusive classroom teachers	1	2
22	Students with intellectual disability in the regular classroom can benefit more if they listen attentively than actively participating in the process of classroom instruction	1	2
23	Using repetition technique may have a positive impact in enhancing the memory of students with intellectual disability	1	2
24	Because of children with intellectual disability may have behavioral problems, it is not advisable making them work with their classmates without the disability	1	2
25	Providing a reward to students with intellectual disability for completing a task has no contribution in improving their learning ability	1	2

Part Three

Direction: The following 20 statements reflect your attitudes towards the inclusion of children with intellectual disability into the regular classroom. Against each item, there is a response category, namely, Agree, Can't Decide, and Disagree. Please, circle the most appropriate response for you against each of the items.

1= Disagree 2=Can't Decide 3= Agree

S.N.	Items	Response Category		
		Disagree	Can't Decide	Agree
1	The presence of students with intellectual disability in regular classrooms will lower the academic performance of students without the disability	1	2	3
2	I feel inadequate in my professional skill to teach students with intellectual disability if they are assigned into regular classes	1	2	3
3	Students with intellectual disability deserve an individualized support and follow up from teachers in regular classrooms	1	2	3
4	Educating students with intellectual disability in the regular classroom hampers the academic achievement of other students in the classroom.	1	2	3
5	Students with intellectual disability should not be mixed with regular class students	1	2	3
6	The presence of children with intellectual disability in the regular classroom does not have any benefit for children without the disability	1	2	3
7	Inclusion of students with intellectual disability with their peers in regular classrooms can provide an opportunity for collaborative work	1	2	3
8	Most students with intellectual disability can be educated in regular classrooms	1	2	3
9	Teaching children with intellectual disability in inclusive classes waste my teaching time	1	2	3
10	The achievement of both, children with intellectual disability and without, deteriorate if they are taught in the same classroom	1	2	3
11	In inclusive classes children with intellectual disability cannot improve in their education whatever support is provided for them	1	2	3

1= Disagree 2=Can't Decide 3= Agree

S.N.	Items	Response Category		
		Disagree	Can't Decide	Agree
12	Students with intellectual disability should be respected as individuals with differences as other children in classroom are respected	1	2	3
13	Students with intellectual disabilities are able to participate productively in general education classroom learning activities	1	2	3
14	Students with intellectual disability do not benefit from inclusion	1	2	3
15	The problem behavior of a child with intellectual disability cannot be managed by regular classroom teachers and as such the child should not be included into the regular classroom	1	2	3
16	The inclusion of children with intellectual disability into the regular classroom adversely affect the teaching learning process in regular classrooms	1	2	3
17	Students without disabilities do not accept their peers with disabilities in the general education classroom	1	2	3
18	Students with intellectual disabilities appear to adapt behaviorally and academically if included into the regular classroom	1	2	3
19	Benefit more when children with intellectual disability educated in separate special classes	1	2	3
20	There's no need of giving special treatment for students with intellectual disability alone because all are equal to us in regular classes	1	2	3

Part Four

Direction: The following 20 statements that reflect your practices related with inclusion of children with intellectual disability into the regular classroom. Against each item, there is a response category, namely, Never, Sometimes, and Often. Please, circle the most appropriate response for you against each of the items.

1= Never 2= Sometimes 3=Often

<i>S.N.</i>	<i>Specific Indicators</i>	<i>Never</i>	<i>Sometimes</i>	<i>Often</i>
1	I work toward the acceptance of students with intellectual disability by their peers without the disability	1	2	3
2	I use repetition technique in their instruction to fix already provided information in the long term memory of students with intellectual disability	1	2	3
3	I teach concepts to students with intellectual disability from the simpler to the complex one	1	2	3
4	I try to improve the short-term memory performance among children with intellectual disability, by direct teaching, or by rehearsal or practice procedures	1	2	3
5	I facilitate for children with intellectual disability to learn by watching others demonstrate how to perform tasks	1	2	3
6	I use reinforcement and incentives to encourage the learning of students with intellectual disability	1	2	3
7	I focus on functional skills in teaching students with intellectual disability	1	2	3
8	I apply peer tutoring to facilitate the learning of students with intellectual disability	1	2	3
9	I choose and use instructional materials that help promote active learning of targeted behaviors by students with intellectual disability	1	2	3
10	I plan individual and small and large group activities that help in the acquisition of targeted behaviors by children with intellectual disability	1	2	3
11	I measure progress of students with intellectual disability on a continuous basis	1	2	3
12	I facilitate for active involvement of students with intellectual disability in classroom instructions	1	2	3

1= Never 2= Sometimes 3=Often

<i>S.N.</i>	<i>Specific Indicators</i>	<i>Never</i>	<i>Sometimes</i>	<i>Often</i>
13	I use a variety of cuing and prompting techniques to elicit correct responses of children with intellectual disability	1	2	3
14	I select and use a variety of instructional procedures according to the individual needs of students with intellectual disability	1	2	3
15	I provide all the necessary feedback to students with intellectual disability to motivate and inform them	1	2	3
16	I provide the same content areas for students with intellectual disability as their peers	1	2	3
17	My lesson plans reflect the diversity of students' experience.	1	2	3
18	I use tutorial approaches for students with intellectual disability	1	2	3
19	In our school, parents of children with intellectual disability participates in education of their children	1	2	3
20	In our school, regular classroom teachers collaborate with special needs and other teachers to facilitate the learning of children with intellectual disability	1	2	3

Appendix-G

አዲስ አበባ ዩኒቨርሲቲ ድህረ ምረቃ ት/ቤት የልዩ ፍላጎት ትምህርት ክፍል

ወድ መምህር፡

እኔ በአሁኑ ሰዓት በአዲስ አበባ ዩኒቨርሲቲ በልዩ ፍላጎት ትምህርት ክፍል የአእምሮ እድገት ዝግመት ያሰባቸውን ልጆች አካቶ ማስተማርን በሚመለከት የሁለተኛ ዲግሪ መመሪያ ፅሁፌን በማዘጋጀት ላይ እገኛለሁ። ይህንንም መጠይቅ እንዲሞሉልኝ ወደ እርስዎ ስመጣ ፈቃድ ከትምህርት ቤትዎ ርዕሰ መምህር ተሰጥቶኛል። እርስዎ ፈቃደኛ በመሆን ለዚህ መጠይቅ ምላሽ እንዲሰጡኝ እጠይቃለሁ። እርስዎ የሚሰጡኝ መልሶች በሙሉ ለዚህ ትምህርታዊ ጥናት ስራ ብቻ የሚውሉና በሚስጢር የሚጠበቁ መሆኑን አረጋግጥሎታለሁ።

ለሚያደርጉልኝ ትብብር ሁሉ በቅድሚያ አመሰግናለሁ።

ክፍል አንድ፡- ጥቂት ጥያቄዎች ስለእርስዎ

መመሪያ ፡ ለሚከተሉት ጥያቄዎች ከተሰጡት አማራጮች መካከል በማክበብ ወይም ባዶ ቦታዎችን በመሙላት ይመልሱ።

ማላሰቢያ፡- ስምዎን መጻፍ አያስፈልግም

1. የሚያስተምሩበት ትምህርት ቤት ሥም _____
2. ትምህርት ቤቱ የሚገኝበት ክፍለ ከተማ _____
3. የታ ሀ. ወንድ ለ. ሴት
4. ዕድሜ _____
5. የትምህርት ደረጃ _____
6. የተመረቁበት የትምህርት ዓይነት ዋና _____ ንዑስ _____
7. የሚያስተምሩት የትምህርት ዓይነት/ቶች _____
8. በሳምንት የሚያስተምሩት ክፍለጊዜዎች ብዛት _____
9. የጋብቻ ሁኔታ ሀ. ያገባ ለ. ያላገባ ሐ. አግብቶ የፈታ
መ. ሌላ ከሆነ ይግለጹት _____
10. ልጆች አለሎት? ሀ. አዎ ለ. የለም

11. ልጆች ካሎት ስንት ናቸው? _____

12. የአካል ጉዳት ወይም ሌላ ዓይነት ጉዳት ያለበት/ባት ልጅ ወይም ዘመድ አሎት?

ሀ. አዎ

ለ. የለም

13. የአእምሮ እድገት ዝግመት ያለበት/ባት ልጅ ወይም ዘመድ አሎት?

ሀ. አዎ

ለ. የለም

14. ከመምህርነት ሙያ ውጪ በሌላ የሙያ መስክ አገልግለው ያውቃሉ?

ሀ. አዎ

ለ. የለም

15. ከመምህርነት ሙያ ውጪ ያገለገሉ ከሆነ ለስንት ዓመት? _____

16. በመምህርነት ሙያ በአጠቃላይ ለምን ያህል ጊዜ አገልግለዋል? _____

17. የአእምሮ እድገት ዝግመት ያለባቸውን ተማሪዎች በ ማስተማር ያገለገሉበት ጊዜ ርዝመት _____

18. የአእምሮ እድገት ዝግመት ያለባቸውን ተማሪዎች አካቶ ለማስተማር የሚደግፎትን ስልጠና ወይም ትምህርት አግኝተው ያውቃሉ? ሀ. አዎ ለ. የለም

19. ስልጠና ወይም ትምህርት አግኝተው የሚያውቁ ከሆነ ከሚተከሉት የትኛው ዓይነት ነው?

ሀ. የክረምት ትምህርት ለ. አጫጭር ስልጠናዎች

ሐ. ሌላ ዓይነት ከሆነ አይነቱን ይጻፉት _____

20. ስልጠናው ወይም ትምህርቱ በአጠቃላይ የወደሰው የጊዜ ርዝመት _____

21. እርስዎ በሚስተምሩበት ክፍሎች ውስጥ ያለው የተማሪዎች አማካይ ቁጥር

ሀ. < 45 ለ. 45-65 ሐ. 66-85 መ. ከ85 በላይ

ክፍል ሁለት

መመሪያ : ለሚከተሉት ዐረፍተ ነገሮች እውነት ከሆነ '1' ን ውሸት ከሆነ '2' ን በማክበብ ይመልሱ።

ተ.ቁ	ጥያቄ	የመልስ አማራጮች	
		እውነት	ውሸት
1	የአእምሮ እድገት ዝግመት ማለት የእዕምሮ በሽታ ነው።	1	2
2	በወሊድ ጊዜ የአክሲዲን እጥረት ከተከሰተ ህፃኑ ለአእምሮ እድገት ዝግመት ሊዳረግ ይችላል።	1	2
3	የአእምሮ እድገት ዝግመት ያለባቸውና የሌሉባቸው ህፃናት የአካል ዕድገት የሚያሳዩበት ቅደም ተከተል ተመሳሳይ ነው።	1	2
4	የአእምሮ እድገት ዝግመት ያለባቸው ሰዎች ከትምህርት ወይም ስልጠና ምንም ሊጠቀሙ አይችሉም።	1	2
5	የአእምሮ እድገት ዝግመት ያለባቸው ህፃናት ነገሮችን የማስታወስ ችግር አለባቸው።	1	2
6	የአእምሮ እድገት ዝግመት ያለባቸው ሰዎች መማርና መሻሻል ይችላሉ።	1	2
7	የአእምሮ እድገት ዝግመት ባለባቸው ልጆች ላይ የሚንፀባረቁ አሉታዊ አመለካከቶች ልጆቹ በትምህርታቸው ዝቅተኛ ውጤት እንዲያመጡ አስተዋፅኦ ያደርጋሉ።	1	2
8	መምህራን የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎቻቸውን ለቀን ተቀን ውሎ የሚያስፈልጉ ክህሎቶች ላይ በማትኮር ማስተማር አለባቸው።	1	2
9	በተመሳሳይ ክፍል ውስጥ አብረው የሚማሩ የአእምሮ እድገት ዝግመት ያለባቸውና የሌላባቸው ተማሪዎች ተመሳሳይ የትምህርት ይዘት ሊቀርብላቸው ይገባል።	1	2
10	የአእምሮ እድገት ዝግመት ያለባቸው ልጆች ችግሩ ከሌለባቸው ተማሪዎች አንፃር አንድን የትምህርት ስራ ሰር ተው ለ ማጠናቀቅ ተ ጨማሪ ጊዜ ሊያስፈልጋቸው ይችላል።	1	2
11	የአእምሮ እድገት ዝግመት ያለባቸው ልጆች ተካተው መማራቸው በማህበራዊ ኑሮ ውስጥ ለመሳተፍ የሚያገለግል ክህሎታቸውን ያሳድግላቸዋል።	1	2
12	አንድን ከበድ ያለ የትምህርት ይዘት የአእምሮ እድገት ዝግመት ላለባቸው ተማሪዎች ለማስተማር በቅድሚያ ይዘቱ እንዲቀል በተለያዩ ክፍሎች መከፋፈልና ማስተማር የመማር ትጋታቸውን ይቀንሳል።	1	2
13	የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎች ወላጆች በልጆቻቸው የትምህርት ሂደት ውስጥ የመምህርነትን ሚና ሊጫወቱ ይችላሉ።	1	2
14	የአእምሮ እድገት ዝግመት ያለባቸውን ተማሪዎች አካቶ ማስተማር ችግሩ ለሌለባቸው የክፍሉ ተማሪዎች ጠቀሜታ አለው።	1	2
15	የአእምሮ እድገት ዝግመት ያለባቸውን ተማሪዎች በማስተማር ሂደት ውስጥ የተማሪዎቹን የትምህርት ፍላጎት እንደቡድን እንጂ የያንዳንዳቸውን ፍላጎት ግንዛቤ ውስጥ ማስገባት አስፈላጊነት የለውም።	1	2

ተ.ቁ	ጥያቄ	የመልስ አማራጮች	
		እውነት	ውሸት
16	የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎች በአካቶ ትምህርት ውስጥ ከታቀፉ አዎንታዊ ለውጦችን ልናይባቸው እንችላለን።	1	2
17	ተከታታይ ምዘና ማካሄድ የአእምሮ እድገት ዝግመት ላለባቸው ተማሪዎች የትምህርት ውጤታማነት አጋኝ ነው።	1	2
18	የአእምሮ እድገት ዝግመት ያለባቸው ልጆች ከአካባቢያቸው በአጋጣሚ ከሚገኙ ትምህርቶች በጣም ተጠቃሚ ናቸው።	1	2
19	ፅንሰ-ሀሳቦችን የአእምሮ እድገት ዝግመት ላለባቸው ተማሪዎች ስናስተምር ከበድ ካለው በመጀመር ቀለል ወዳሉት ደረጃ በደረጃ መሄዱ ተመራጭ ነው።	1	2
20	የአእምሮ እድገት ዝግመት ያለባቸው ልጆች ከሌሎች ችግሩ ከሌለባቸው የክፍል ጓደኞቻቸው አይተው እንዲማሩ ማድረግ ከጥቅሙ ይልቅ ጉዳቱ ያመዘናል።	1	2
21	በአካቶ ትምህርት ውስጥ ባሉት ክፍሎች የአእምሮ እድገት ዝግመት ያለባቸው ልጆች በሌሎች የክፍሉ ተማሪዎች ዘንድ ጥሩ ተቀባይነት እንዲኖራቸው መስራት የየክፍሎቹ መምህራን ኃላፊነት ነው።	1	2
22	የአእምሮ እድገት ዝግመት ያለባቸውን ተማሪዎች በትምህርቱ ሃደት ውስጥ እንዲሳተፉ ከማድረግ ይልቅ ብዙ እንዲያዳምጡ ማድረግ ለልጆቹ ጤታማነት አጋኝ ነው።	1	2
23	የአእምሮ እድገት ዝግመት ያለባቸውን ተማሪዎች አንድን ነገር ደጋግመው እንዲማሩ ማድረግ ነገሩን ሌላ ጊዜ የማስታወስ እድላቸውን ያሰፋል።	1	2
24	የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎች የባህሪ ችግር ሊኖርባቸው ስለሚችል ከተቀሩት የክፍል ጓደኞቻቸው ጋር አብረው የትምህርትን ስራ እንዲሰሩ ማድረግ አይመከርም።	1	2
25	ማትጊያን በመጠቀም የአእምሮ እድገት ዝግመት ላለባቸው ተማሪዎች ምንም የብቃት መሻሻል ሊያመጣ አይችልም።	1	2

ክፍል ሦስት

መመሪያ : ለሚከተሉት ጥያቄዎች ያመነ-በትን መልስ በመምረጥ ከጥያቄዎቹ አንጻር ባሉት አማራጮች ላይ በማክበብ ይመልሱ።

1=አልሰማማም 2=እርግጠኛ አይደለሁም 3=እስማማለሁ

ተ. ቁ	የአመለካከት መገለጫዎች	የመልስ አማራጮች		
		አልሰማማም	እርግጠኛ አይደለሁም	እስማማለሁ
1	የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎች በመደበኛ ክፍሎች ከተካተቱ ችግሩ የሌለባቸው ተማሪዎች የትምህርት ውጤታማነት ይቀንሳል።	1	2	3
2	በአካቶ ትምህርት የአእምሮ እድገት ዝግመት ያለባቸውን ተማሪዎች ለማስተማር የሙያዊ ብቃት ጉድለት እንዳለብኝ ይሰማኛል።	1	2	3
3	የአእምሮ እድገት ዝግመት ችግር ያለባቸው ተማሪዎች ሁሉም በየግላቸው የመምህራን ተከታታይ ድጋፍና ክትትል ያስፈልጋቸዋል።	1	2	3
4	የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎችን አካቶ ማስተማር የተቀሩትንና ችግሩ የሌለባቸውን ተማሪዎች የመማር ውጤት ይጎዳል።	1	2	3
5	የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎች ከሌሎች ችግሩ ከሌለባቸው ተማሪዎች ጋር በተመሳሳይ ክፍል ውስጥ አብረው መማር የለባቸውም።	1	2	3
6	የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎች በመደበኛ ክፍሎች መካተታቸው በክፍሎቹ ውስጥ ላሉ ሌሎች ተማሪዎች ምንም ጠቀሜታ የለውም።	1	2	3
7	አካቶ ማስተማር በተማሪዎች መካከል ተባብሮ ለመስራት ሁኔታዎችን በማመቻቸት ውጤታማነታቸውን ይጨምራል።	1	2	3
8	አብዛኛዎቹ የአእምሮ እድገት ዝግመት ያለባቸው ልጆች በአካቶ ትምህርት ውስጥ ሊታቀፉ ይችላሉ።	1	2	3
9	የአእምሮ እድገት ዝግመት ያለባቸውን ተማሪዎች በአካቶ ትምህርት ማስተማር የስራ ጊዜዬን ያባክንብኛል።	1	2	3
10	የአእምሮ እድገት ዝግመት ያለባቸውና የሌለባቸው ተማሪዎች በተመሳሳይ ክፍል ውስጥ አብረው የሚማሩ ከሆነ በክፍሉ ውስጥ ያሉ የሁሉም (የአእምሮ እድገት ዝግመት ያለባቸውም ሆኑ የሌለባቸው) ተማሪዎች የመማር ውጤታቸው ይቀንሳል።	1	2	3
11	የፈለገውን ያህል ድጋፍ ቢሰጣቸውና ክትትልም ቢደረግላቸው የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎች የትምህርት ሁኔታቸው ሊሻሻል አይችልም።	1	2	3

ተ. ቁ	የአመለካከት መገለጫዎች	የመልስ አማራጮች		
		አልሰማም	እርግጠኛ አይደለም	እስማማለሁ
12	የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎች ከሌሎች ተማሪዎች ያላቸው ልዩነት በማንኛውም ሰው መካከል እንዳሉ ሌሎች ልዩነቶች ነው ብዬ አምናለሁ።	1	2	3
13	የአእምሮ እድገት ዝግመት ያለባቸውን ተማሪዎች በመደበኛ ክፍሎች በማካተት በትምህርት ላይ ውስጥ ንቁ ተሳታፊ ማድረግ ይቻላል።	1	2	3
14	የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎች ከአካቶ ትምህርት ፈፀሞ ተጠቃሚ አይሆኑም።	1	2	3
15	የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎች የሚያሳዩት የባህሪ ችግር በመደበኛ ክፍል መምህራን ሊስተካከል የማይችል ስለሆነ ተማሪዎቹ በመደበኛ ክፍሎች መካተት የለባቸውም።	1	2	3
16	የአካቶ ትምህርት በመደበኛ ክፍሎች ውስጥ የሚካሄዱ የትምህርት ላይ ተጠቃሚ በተፈለገው ሁኔታ እንዳይካሄዱ መሰናክል ይሆናል።	1	2	3
17	ምንም ቢደረግ የአእምሮ እድገት ዝግመት የሌለባቸው ተማሪዎች ችግሩ ያለባቸውን ተማሪዎች በጥሩ መንፈስ እንዲቀበሉና አብረው እንዲሰሩ ማድረግ አይቻልም።	1	2	3
18	በአካቶ ትምህርት የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎች የመማርና የባህሪ ሁኔታ ሊሻሻል ይችላል።	1	2	3
19	የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎቹ በልዩ ክፍሎች ውስጥ ለብቻቸው ቢማሩ የበለጠ ተጠቃሚ ይሆናሉ።			
20	ሁሉም ተማሪዎች እኩል ስለሆኑ የአእምሮ እድገት ዝግመት ላለባቸው ተማሪዎች ብቻ የተለየ ድጋፍና ክትትል ማድረግ ተገቢ አይደለም።	1	2	3

ክፍል አራት

መመሪያ: ለሚከተሉት ጥያቄዎች ያመነ-በትን መልስ በመምረጥ ከጥያቄዎቹ አንፃር ባሉት አማራጮች ላይ በማክበብ ይመልሱ።

1=እስካሁን አላደረኩም 2= አልፎ አልፎ አደርጋለሁ 3=አብዛኛውን ጊዜ እፈፅማለሁ

ተ.ቁ	የድርጊት ዓይነቶች	የመልስ አማራጮች		
		እስካሁን አላደረኩም	አልፎ አልፎ አደርጋለሁ	አብዛኛውን ጊዜ እፈፅማለሁ
1	የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎች በሌሎች የክፍል ጓደኞቻቸው ዘንድ ተቀባይነት እንዲኖራቸው እሰራለሁ።	1	2	3
2	የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎችን የማስታወስ ብቃት ለማሳደግ አንድን ነገር ደጋግሞ በማስተማር ዘዴ እጠቀማለሁ።	1	2	3
3	ፅንሰ ሀሳቦችን የአእምሮ እድገት ዝግመት ላለባቸው ተማሪዎች ሳስተምር ቀለል ካለው በመጀመር ደረጃ በደረጃ ወደ ከባዱ እሸጋገራለሁ።	1	2	3
4	የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎችን የማስታወስ ብቃት ለማሻሻል ተማሪዎቹ የተማሩትን ነገር በራሳቸው ደጋግመው እንዲለማመዱ ሁኔታዎች አመቻችላቸዋለሁ።	1	2	3
5	የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎች ችግሩ የሌለባቸው ተማሪዎች የሚያደርጉትን አይተው መማር እንዲችሉ ሁኔታዎችን አመቻቸዋለሁ።	1	2	3
6	የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎችን የመማር ሁኔታ ለማሻሻል ማትጊያዎችን እጠቀማለሁ።	1	2	3
7	የአእምሮ እድገት ዝግመት ያለባቸውን ተማሪዎች ሳስተምር በእለት ተእለት ኑሮ ለሚያስፈልጓቸው ክህሎቶች ትኩረትን እሰጣለሁ።	1	2	3
8	የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎችን የመማር ሁኔታን ለማሻሻል ከሌሎች የክፍል ጓደኞቻቸው ጋር በትምህርታቸው እንዲረዳዱ አደርጋለሁ።	1	2	3
9	የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎች በትምህርት ሃይቱ ውስጥ ንቁ ተሳታፊ እንዲሆኑ የሚያግዙ የትምህርት መርጃ መሣሪያዎችን እጠቀማለሁ።	1	2	3
10	የአእምሮ እድገት ዝግመት ያለባቸውን ተማሪዎች የመማር ሁኔታ ለማመቻቸት ተማሪዎች በግል፣ በቡድንና እንደ ክፍል በጋራ መስራት የሚገባቸውን ነገሮች አስቀድሜ አቅዳለሁ፤ እተገብራለሁም።	1	2	3

1=እስካሁን አላደረሱም 2= አልፎ አልፎ አደርጋለሁ

3=አብዛኛውን ጊዜ እፈፅማለሁ

ተ.ቁ	የድርጊት ዓይነቶች	የመልስ አማራጮች		
		እስካሁን አላደረሱም	አልፎ አልፎ አደርጋለሁ	አብዛኛውን ጊዜ እፈፅማለሁ
11	የአእምሮ እድገት ዝግመት ያለባቸውን ተማሪዎች የመማር ውጤት በተከታታይ እመዝናለሁ።	1	2	3
12	የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎች በትምህርት ሃይት ውስጥ ንቁ ተሳታፊ እንዲሆኑ ሁኔታዎችን አመቻቻለሁ።	1	2	3
13	የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎች ለሚጠየቁት ነገር ተገቢውን ምላሽ እንዲሰጡ የትክክለኛ መልስ ጠቋሚ ነገሮችን ለልጆቹ በማቅረብ አበረታታቸዋለሁ።	1	2	3
14	የያንዳንዳቸውን የአእምሮ እድገት ዝግመት ያለባቸውን ተማሪዎች የትምህርት ፍላጎት ለማሟላት የተለያዩ የማስተማር ዘዴዎችን በያንዳንዳቸው ፍላጎት ላይ በመመርኮዝ በአንድ ጊዜ በመጠቀም አስተምራቸዋለሁ።	1	2	3
15	የአእምሮ እድገት ዝግመት ያለባቸውን ተማሪዎች ለትምህርት ያላቸውን መነሳሳት ለማሳደግና ነገሮችን እንዲያውቋቸው ለማድረግ አስፈላጊ የሆነውን ምላሽና መረጃ ሁሉ በጊዜው አቀርብላቸዋለሁ።	1	2	3
16	የአእምሮ እድገት ዝግመት የሌለባቸው ተማሪዎች የሚቀርብላቸውን የትምህርት ይዘት ሁሉ ችግሩ ያለባቸው ተማሪዎችም እንዲማሩት አደርጋለሁ።	1	2	3
17	የትምህርት ዕቅድን ሳዘጋጅ በተማሪዎች መካከል ያለውን ልዩነት ግንዛቤ ውስጥ አስገባለሁ።	1	2	3
18	የአእምሮ እድገት ዝግመት ላለባቸው ተማሪዎች በቱቶሪያል የማስተማር ዘዴ በመጠቀም የመማር ሁኔታቸው እንዲሻሻል እረዳቸዋለሁ።	1	2	3
19	የአእምሮ እድገት ዝግመት ያለባቸው ተማሪዎች ወላጆች በልጆቻቸው ትምህርት ውስጥ ተሳታፊ እንዲሆኑ አደርጋለሁ።	1	2	3
20	በትምህርት ቤታችን የአእምሮ እድገት ዝግመት ያለባቸውን ተማሪዎች የመማር ሁኔታ ለማመቻቸት ከልዩ ፍላጎት መምህራን ጋር በመተባበር እሰራለሁ።	1	2	3

Appendix-H

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF SPECIAL NEEDS EDUCATION

Interview Guide for Regular Classroom Teachers

1. Do you produce an IEP? If yes, how? If not, why?
2. Among the number of stakeholders in the education sector, whom do you think should participate in the education of children with intellectual disability in the regular classroom? How?
3. What supports are you getting from the school administration in practicing the inclusion?
4. Describe the communication between you and special needs education teachers?
5. Is there any cooperation between regular classroom teachers related with the practice of inclusion? If there is, how?
6. What changes have you observed on the included children?
7. What major challenges have you observed that can be hindrances to successful implementation of the inclusion?

Appendix-I

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF SPECIAL NEEDS EDUCATION

Observation Check-list

- Date of Observation _____
- School's Name _____
- Grade and Section Observed _____
- Subject _____
- Period _____
- No of Students with Intellectual Disability in the Classroom _____
- Total No. of Students in the Classroom _____

<i>S.N.</i>	<i>Specific Indicators</i>	<i>Not Initiated</i>	<i>Initiated</i>	<i>Implemented</i>
1	Teachers initiate the acceptance of students with intellectual disability by their peers without the disability in their classroom			
2	Teachers use repetition technique in their instruction to fix already provided information in the long term memory of students with intellectual disability			
3	Teachers teach concepts to students with intellectual disability from the simpler to the complex one			
4	Teachers use different techniques to facilitate memory and recall by children with intellectual disability			
5	Teachers try to improve the short-term memory performance among children with intellectual disability, by direct teaching, or by rehearsal or practice procedures			
6	Teachers facilitate for children with intellectual disability to learn by watching others demonstrate how to perform tasks			
7	Teachers use reinforcement and incentives to encourage the learning of students with intellectual disability			

<i>S.N.</i>	<i>Specific Indicators</i>	<i>Not Initiated</i>	<i>Initiated</i>	<i>Implemented</i>
8	Teachers reward imitation of appropriate behavior by students with intellectual disability			
9	Teachers focus on functional skills in their instruction in teaching students with intellectual disability			
10	Teachers measure progress of students with intellectual disability on a continuous basis			
11	Teachers facilitate for active involvement of students with intellectual disability in classroom instructions			
12	Teachers use a variety of cuing and prompting techniques to elicit correct responses of children with intellectual disability			
13	Teachers provide all the necessary feedback to students with intellectual disability to motivate and inform them during instruction			
14	Teachers provide the same content areas for students with intellectual disability as their peers			
15	Lesson plans of the teachers' reflect the diversity of students' experience.			
16	Teachers select and use a variety of instructional procedures according to the individual needs of students with intellectual disability			
17	Teachers provide all the necessary feedback to students with intellectual disability to motivate and inform them			
18	Teachers provide the same content areas for students with intellectual disability as their peers			

