



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES
SCHOOL OF PSYCHOLOGY

ASSESSING TEACHERS' ATTITUDE TOWARDS THE INCLUSION OF
STUDENTS WITH AUTISM IN SELECTED SCHOOLS IN ADDIS ABABA

MA THESIS

BY

ASSEL YILMA

NOVEMBER, 2018

ADDIS ABABA, ETHIOPIA.

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A THESIS SUBMITTED TO THE DEPARTMENT OF PSYCHOLOGY,
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DECLARATION

I declare that this study is my original work towards the Degree of Master of Arts in IN SOCIAL PSYCHOLOGY and has not been submitted for any Degree or Diploma in any University. To the best of my knowledge, all sources of materials used for the study have been appropriately acknowledged. I have undertaken the study independently with the guidance and support of the research advisor.

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Assessing Teachers' Attitude towards the Inclusion of Students with Autism in Selected Schools In Addis Ababa

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DEDICATION

Little Maya the beautiful shining star that ever happen to this foggy world, I would like to dedicate this thesis paper to you, I see you, think of you, day in day out while working on this paper since am seeing this paper and the world you're living in through your beautiful eyes. One thing I know for sure and can tell you is that even the good will pass so stay still in God's grace!.

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LIST OF ACRONYMS

ASD	Autism Spectrum Disorders
ECDD	Ethiopian Centre for Disability and Development
FAPE	Free and Appropriate Public Education
EFA	Education For All
ETP	Education Management Information System
LRE	Least Restrictive Environment
Me	Ministry of Education
CWDs	Children With Disabilities
CRPD	Convention of Rights of Peoples of Disabilities
SENs	Special Educational Needs
SNE	Special Needs Education
PWDs	PersonsWithDisabilities
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations International Children’s Education Fund
UPE	Universal Primary Education
USAID	United States Agency for International Development
SWSN	Students With Special Needs
SWDs	Students With Disabilities
FDRE	Federal Democratic Republic of Ethiopia (FDRE)
IEP	Individual Education Program
TATIS	Teachers Attitude Toward Inclusion Scale

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ABSTRACT

The purpose of this research is to assess teachers' attitude towards the inclusion of students with autism in Addis Ababa in the general education classroom highlighting individual teacher characteristics and factors that can potentially be in agreement or disagreement with inclusion. To this end, mixed methods of research approach were employed where explanatory sequential mixed methods of design, which quantitative (survey) and qualitative (phenomenological) research design or strategies were implemented respectively. Interview questions were used as data gathering tools. The responses were interpreted and analysed using descriptive, ANOVA and post-hoc comparison analysis methods. Data were collected from a strata formed containing two from each setting governmental, private local and private foreign schools with a population of 375 teachers, then out of the strata formed 180 randomly selected sample for the survey and 10 participant for the interview question through a demographic questionnaire and a modified version of the Teacher Attitudes toward Inclusion Scale (TATIS, Cullen, Gregory & Noto, 2010) and using interview questions for the purpose of triangulation. Teacher attitude toward inclusion of students with autism as measured by the modified TA TIS was overall positive. A statistically significant result was noted with the TATIS Full Scale score and the following teacher characteristics: severity level of autism and having basic autism training. A statistically significant difference was noted between regular and special education teachers and between governmental and private school teachers when assessing teachers' attitude towards the inclusion of children living with autism. At last the researcher recommended that there should be a support system that can reduce regular teacher exhaustion to teach autistic student with different levels of severity, that regular and special need teacher must be provided with adequate formal and basic training, government should strengthen special need program and produce more special need teacher trained specifically towards the disability and provide enabling resource and setting and at last but not least incentives and acknowledgment for teachers working with these student are few recommendation given which can remedy the situation at hand.

CHAPTER ONE

Introduction

1.1 Background of the study

As once Coach Elaine Hall said “It takes a village to raise a child and it takes a child with autism to raise the consciousness of the village” Autism spectrum disorders (ASD) refers to a group of neurodevelopmental conditions defined by impairment in three areas: social interaction, communication or use of verbal and non-verbal language, and a stereotyped, restricted or repetitive pattern of behaviour, interest and activities (DSM-5, 2013).

Even though two people can have the same diagnosis of autism, the combination of behaviours and level of severity can be vastly different as stated by (Autism Society of America, National Institute of Child Health and Human Development, 2005). There are generally three main characteristics used to determine an autism spectrum disorder (ASD), these characteristics are deficits in social interaction, verbal and nonverbal communication, and repetitive behaviours and interests

Autism has become one of the most prevalent childhood afflictions of our generation, the second most common developmental disability, next to intellectual disability affecting an estimated 1 in 68 children (CDC, 2014).

Autism is a lifetime neurobiological disorder and is not curable where treatment includes training and education. Speaking of education as early as 1971 Kozoloff demonstrated that autistic students could succeed in typical classroom on the condition that teachers, curricula and other components of the learning environment were prepared in specific ways. During the 1980s and 1990s a number of studies supported the inclusion of autistic children in regular educational settings (Egel and Gradel, 1988).

Though education of students with ASD is particularly challenging (Robertson *et. al.*, 2003); due to core features and a host of associated symptoms, such as in attention, sensory dysfunction, and depression along with their placement requirements (Eaves and Ho, 1997; Jordan, 2005).

Research is currently lacking on the definition of successful inclusion for students with an ASD as stated by (Simpson, de Boer-Ott, and Smith-Myles 2003) who established a

definition by posing two questions. First, is the student with an ASD socially benefitting from the general education environment? This assumes the student demonstrates a meaningful awareness of peers, responds to interactions, attempts to interact, and seeks social reinforcement for appropriate displays of behaviour and completion of tasks. Second, is the student with an ASD academically benefitting from the general education experience? This assumes the student is participating in academic activities at increasingly independent levels with or without modifications, demonstrates acquisition of new skills, demonstrates generalization of acquired skills, and attends to group instruction.

Additionally it must be apparent that the general education teacher and students are treating the student with autism as a member of the classroom by allowing the student to participate in all of the same activities with the class.

Inclusion has also been defined as the process of identifying, understanding and breaking down barriers to participation and belonging, going beyond education to cover the total experience of a child with autism and his/her family (Jones *et. al.*, 2008). This broad concept of inclusion acknowledges the need to make adjustments to the learning environment and instructional practices in addition to within child factors in order to address the education of children with ASD. Learning opportunities need to be planned for, lessons need to be structured, and the learning style and needs of the learner must be considered. Accommodations for learning styles, academic needs, and sensory and social issues must all be addressed (Harrower and Dunlap, 2001); Dahle, 2003) .

As inclusive education doesn't mean simply putting children living with autism in inclusive environment with typical children and hoping for the best to come, it would rather be a measurable practice for its quality of service and betterment of the behavioural and social skill development of the children living with autism as was indicated in the works of (Reagan, 2012).

Inclusion of students with autism into general education classrooms is currently driven by the IDEA and NCLB. In addition, parents of students with autism are strong advocates for inclusion of their children into the regular education classroom (Jindel-Snape *et. al.*, 2005).

Regardless of mounting pressure from parents, teachers must be personally willing to accept students with autism into their classrooms for ultimate success (Elliot, 2008). Most research suggests that many teachers do welcome inclusion of students with autism

into their classrooms; however, it is clear that many are not prepared to teach students with autism (Kosmer, 2011; Monahan and Marino, 1996).

Teachers with positive perceptions tend to put forth more effort and time to help the child be successful and teachers who have more favourable attitudes towards those with autism exhibit higher levels of commitment, thus playing an important role in implementing and improving mainstream practices (Avramidis *et. al.*,2000).

On the contrary, teachers who have unfavourable attitudes toward children with disabilities may have significant negative impacts on those children such as a lowered self-concept, lowered self-expectations, reduced academic achievement, and unsuccessful inclusion in the classroom (Hannah and Pliner, 1983).

Teachers may perceive students with autism as uneducable within an inclusive setting, which would suggest a lack of knowledge about autism in general. Personal characteristics of teachers (i.e.: age, gender, teaching experience, teaching position, or contact with a person who has autism, level of severity of autism, having basic training or not, having formal training and have enabling resource and setting and so on) may be associated with positive or negative attitudes toward inclusion where level of severity of autism, being special need or regular teacher, having basic training and working in environment where enabling resource and setting have been fulfilled being the main concerns of these study.

A study conducted in department of educational leadership university of Louisville Kentucky USA by (Wilkerson, 2012) concluded that teachers who reported having moderate severity level students and students with multiple severity levels had significantly higher levels of agreement with the inclusion statements than those teachers who reported having students with severe levels of autism. Teachers who reported having adequate training in autism and those who reported having formal training in autism were significantly more positive toward inclusive practices for students with autism than teachers without formal or adequate training which also go in line with the study conducted in Spain by (Joseph, 2012).

A study conducted in China by (Yingna Liu *et. al.*, 2016) also concluded that the decision to deny enrolment of children with ASD to schools is often attributed to teachers not possessing the knowledge and skills needed to educate this student. Similar findings have been reported elsewhere, as teachers express little confidence in being able

to meet the needs of students with ASD but feel that additional instruction would benefit their classroom practice.

In a study titled Teachers' Perceptions of Including Children with Autism in a

Preschool by (Razali,HasnahToranet. Al., 2013) in Malaysia stated that participants have positive views on accepting children with autism in their classes. However, they mentioned the need for continuous training before and during the children being included in their classes. Teachers either have a neutral or negative perception regarding the placement of students with disabilities in mainstream classrooms. These studies suggested that the negative attitudes were based on type of disabilities of the students including those who were not doing well in terms of academic and behaviour, lack of resources, support and professional training also contributed to these negative attitudes. Therefore, providing appropriate resources, support services and training is necessary in order to ensure the success of inclusive education. Cooperation and support from various parties were much needed especially from other the administrators, teachers, parents and the community towards inclusive education.

Also studies conducted in Ghana titled Access to education for students with autism in Ghana: implication for FFA by (Jane, 2009) and studies conducted in Kenya by (Matasio, 2011) titled Inclusive education for children with autism: challenges facing teachers at city primary school, Nairobi Province, Kenya agreed with the above stated assumptions.

In Ethiopia different researches have been conducted by different researcher to mention Learning problems of children with autism and the challenges in the teaching process: the case of Nia Foundation Joy Center By: (Meressa 2014), Social Skills Training for Children and Youth with Autism in Nia Foundation Joy Center By (Ayele, 2017),(Mekuria, 2013). *Challenges of raising children with Autism Spectrum Disorder ASD), from the family system perspective: with special emphasis on 'Nia foundation-Joy center,* (G/tsadik, 2009). Autism and family: problems, prospects and coping mechanisms, Addis Ababa, (Fisseha, 2012). *The lived experience of mothers with autistic children: The case Nehemiah center,* Addis Ababa, (Abdulhakim, 2016).Assessment on Multi-cultural Intervention for Autistic Children the case of Joy, Nehemiah and Ryan Autism Center were some studies encountered by the researcher

and as indicated in these most works the area which assess teachers attitude towards the inclusion of autistic children were given less devotion.

But since teachers are thought to be the enlightened the awakened part of the society which in short can help us to see through the glass what is going on at large. If there are no teachers who can accommodate appreciate difference and committed to be the voice for the vulnerable, which would be then? Whom can we expect then? And also additional to accepting and appreciating the difference and being the voice for this children their being productive and experiencing and enjoying their right as a child depends on teachers attitude as (Mushoriwa, 2001) advises that before implementation of special education programme for learners with disabilities within regular schools, it is important to determine the attitude of the educators and administrators towards children with disability because attitudes are the greatest barriers or the greatest assets to the development of inclusive education.

So the researcher aimed to study or asses the teacher's attitude towards inclusion of autistic children since once placed, teacher attitude toward inclusion of students with disabilities can influence their success within the regular education setting (Elliot, 2008). And if those Personal teacher characteristics which found to be factors to influence teachers' attitude are factors in our setting too? Does all the setting like governmental or public experiencing the same challenge and how do they overcome it? Since even if there is no actual study on the prevalence of autism in Ethiopia but some studies undertaken in Africa generally shows of 100 children its estimated 11-33 children living with autism and similar things might be happening in Ethiopia (Bakare *et. al.*, 2008) so these estimation telling us more than half a million children might be living with autism in our country.

Having this number in hand it's not going to be simple thing or a case that can be overlooked for the government to not actively participate and remedy this concern. As it is stated by group of families who found Nehemiah autism center "We are a group of families with autistic children. We were unable to send our autistic child to a school or a center to train and teach our children due to lack of space in the then only available autistic center in Ethiopia. So our option was, especially mothers, to abandon our job and stay at home to look after our child with no hope insight. When one of the mothers, Rahel Abayneh, came with a vision to open another center for these kinds of children,

we stand with her and managed to open this center. We are now trying to reach to so many autistic children who are deprived of their rights for education and rehabilitation because of shortages of schools and society's lack of awareness.

We first started with 6 autistic children. At those beginning days, due to lack of funds the board members were forced to discuss about the center sitting on the floor. We were in shortage of funds to pay salaries for the caregivers. Now praise be to God, we have 40 autistic children in our center and 20 caregivers to train the children". (Nehemiah, 2010)

From these data we can come to say centers for autistic children like Nehemiah are only accommodating children not more than 40 and have on their waiting list more than 200-300 child per centers and as the above estimation telling us more than half a million children are living with autism so where are the rest? If we mention private schools it's known for their expensive fees that they aren't taking many students, so the researcher aimed to assess the teachers positive or welcoming attitude share in working towards accommodating more children in mainstream classes in governmental schools which can be accessible for all.

1.2 Statement of the problem

Autism is a lifetime neurobiological disorder and is not curable where treatment includes training and education. And towards education as early as 1971 Kozoloff demonstrated that autistic students could succeed in typical classroom on the condition that teachers, curricula and other components of the learning environment were prepared in specific ways. During the 1980s and 1990s a number of studies supported the inclusion of autistic children in regular educational settings (Egel and Gradel, 1988).

Inclusion of students with autism into general education classrooms is currently driven by the IDEA and NCLB. In addition, parents of students with autism are strong advocates for inclusion of their children into the regular education classroom (Jindel-Snapeet. *al.*, 2005).

Regardless of mounting pressure from parents, teachers must be personally willing to accept students with autism into their classrooms for ultimate success (Elliot, 2008). Most research suggests that many teachers do welcome inclusion of students with autism into their classrooms; however, it is clear that many are not prepared to teach students with autism (Kosmer, 2011; Monahan and Marino, 1996). Personal characteristics of

teachers (i.e.: age, gender, teaching experience, teaching position, or contact with a person who has autism, level of severity of autism, having basic training or not, having formal training and have enabling resource and setting and so on) may be associated with positive or negative attitudes toward inclusion.

Teachers who have unfavourable attitudes toward children with disabilities may have significant negative impacts on those children such as a lowered self-concept, lowered self-expectations, reduced academic achievement, and unsuccessful inclusion in the classroom (Hannah and Pliner, 1983).

In Ethiopia different researches have been conducted by different researcher concerning related issues with children living with autism to mention Learning problems of children with autism and the challenges in the teaching process: the case of Nia Foundation Joy Center By: (Sara, 2014), Social Skills Training for Children and Youth with Autism in Nia Foundation Joy Center By (Tigist,2017;Bezawit, 2013). *Challenges of raising children with Autism Spectrum Disorder ASD), from the family system perspective: with special emphasis on 'Nia foundation- Joy center,* (Meron, 2009). Autism and family: problems, prospects and coping mechanisms, Addis Ababa, Senait (2012). *The lived experience of mothers with autistic children: The case Nehemiah center,* Addis Ababa, Abdulhakim (2016).

Assessment on Multi-cultural Intervention for Autistic Children the case of Joy, Nehemiah and Ryan Autism Center were some studies encountered by the researcher and have been the focus of much recent research as indicated in these most works, whereas relatively less attention has been devoted to the area which assess teachers attitude towards the inclusion of autistic children so understanding teacher attitude toward inclusion and identifying teacher characteristics related to attitude can assist in fulfilling the gap in this area.

If at some point we can't improve this situation children living with autism are not only going to miss the chance of improving their situation through learning in an inclusive setting but also will live as deprived of their human right as being disabled.

Attainment of this right or demand will ensure autistic student needs are met within their least restrictive environment in different school setting and understanding teacher attitude can also provide insight into ways to alter the negative perceptions that teachers might have toward inclusion of students with autism in general.

So assessing teachers' attitude towards the inclusion of students with autism in Addis Ababa will be the aim of this study.

1.3 Research questions

1. What is the attitude of teachers toward inclusion of students with autism?
2. Is there specific autism challenges like level of severity related to teacher attitude toward inclusion of students with autism?
3. Are there differences between regular and special education teachers' attitudes toward inclusion of students with autism?
4. Are there differences between public, private and international schools teachers' attitude toward inclusion of students with autism?

1.4 Significance

- Up on accomplishment of this research children living with autism would be the first beneficiaries since positive attitude that the teachers develop will in turn promote the success of the student in their learning process and teachers are one of the stakeholders in teaching and learning, knowing factors or/and characteristics will guide in promoting the positive one.
- For schools which are engaged in providing inclusive education to identify the factors or/and characteristics towards teacher will help them promote and improve their practice so that they can provide the best service for the children living with autism.
- For policy makers as a reference to not only ratifying policies and strategies in general but to get down there and execute the implementation to the ground through departmentalizing stakeholders and addressing issues part by part.
- For other researcher as an input in their future studies.

1.5 Delimitation of the study

To make the work manageable the scope of the research is limited to assessing teachers' attitude toward the inclusion of autistic children in Addis Ababa. In this paper it is not possible to discuss each and every factor or/and characteristics that potentially influencing teachers' attitude toward inclusion of autistic children in the regular classroom rather because of limitation of resource, time, and scope among fundamental issues the research will only deal about "teachers' attitude toward the inclusion of

autistic children in regular class room taking only some selected factors or/and characteristics ". On the other hand, to handle the practical study part of the research the study exclusively focuses on Addis Ababa.

1.7 Definition of terms

Inclusive Education towards autistic children: - is defined for the purpose of this study an education system that is open to children living with autism regardless of language, learning difficulties and impairments they might show in partial or full inclusion settings.

Special Class: - is a class where students with sever special needs or disabilities are taught in small groups by specialized and experienced teachers. The class is found attached to regular school.

Inclusive Class: - is a class where students with special needs attend same class together with students without special needs.

Teacher's attitude: - is defined for the purpose of this study as the way the teacher's think and feel about the inclusion of autistic children in their class as their peers gaining the benefits of learning in a least restrictive system and becoming successful.

CHAPTER TWO

2. Literature Review

The purpose of this chapter is to provide an overview of the relevant literature pertinent to this study. This research addressed the following areas related to inclusion of students with autism: (a) brief history of autism, (b) inclusion, (c) factors and/or characteristics that influence teacher's attitudes toward the inclusion of students with autism.

2.1 Brief history of autism

The term autism spectrum disorders (ASD) refers to a group of neurodevelopmental conditions defined by impairment in three areas: social interaction, communication or use of verbal and non-verbal language, and a stereotyped, restricted or repetitive pattern of behaviour, interest and activities(DSM-5, 2013).

Even though two people can have the same diagnosis of autism, the combination of behaviours and level of severity can be vastly different as stated by Autism Society of America, (National Institute of Child Health and Human Development,2005). There are generally three main characteristics used to determine an autism spectrum disorder (ASD), these characteristics are deficits in social interaction, verbal and nonverbal communication, and repetitive behaviours and interests

Autism has become one of the most prevalent childhood afflictions of our generation, the second most common developmental disability, next to intellectual disability affecting an estimated 1 in 68 children (CDC, 2014). Autism is a lifetime neurobiological disorder and is not curable. What is causing the increase in the diagnosis and identification of ASD? There is no consensus about the cause of ASD. Theories range from better diagnosis of the disability, to environmental means and genetics, to a combination of both (CDC, 2012).

There are many different causes and risk factors for an autism spectrum disorder, but there are just as many causes that are yet to be determined. Most medical professionals and researchers agree that an autism spectrum disorder is a combination of genetic, biological, and environmental factors. Because of the differences in causes and risk factors, individuals with an ASD can exhibit a wide range of strengths and weaknesses

across varying intellectual abilities. Characteristics range from mild to severe, and can be different for each affected individual. Most symptoms of an ASD start before three years old and will last throughout a person's lifetime Centers for Disease Control and Prevention, (CDC, 2012).

As mentioned in the study of (Ruble and Dalrymple, 2002) Autism ranges from mild to severe and can impair multiple areas of development including cognitive, sensory, social, communication. And further complicate the varied characteristics of autism; one must consider that many diagnosed with autism also have co-existing conditions such as mental retardation, tuberous sclerosis, seizure disorder or other syndromes.

The disorder was not recognized by the U.S. Department of Education as a disability category until 1991 (Ruble and Dalrymple, 2002). Prior to the development of this category, students with autism were served under other disability categories that did not meet their diverse needs. The current eligibility determination for autism requires that the student meet the following criteria:

- (a) Have a developmental disability, generally evident before age three, significantly affecting verbal and nonverbal communication;
- (b) Have a developmental disability affecting social interaction;
- (c) The student's deficits are not primarily the result of an emotional-behavioural disability;
- (d) Evaluation information confirms there is an adverse effect on educational performance;
- (e) Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision; and (f) evaluation confirms that limited English proficiency was not a determinant factor in the eligibility decision (Kentucky Department of Education, 2011).

The *DSM-V* eligibility criteria place symptoms on three different severity levels: Level 1 is "Requiring support", Level 2 is "Requiring substantial support", and Level 3 is "Requiring very substantial support." Distinct characteristics are provided under each level to provide a better explanation of the symptoms.

An educational diagnosis of autism, however, is different from a clinical diagnosis. The “Autism” category was established in 1990 under the Individuals with Disability Education Act (IDEA). Since then, children with a clinical diagnosis of autism spectrum disorder are usually found eligible for school-based services under the autism category. IDEA specifically defines autism as “...a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child’s educational performance.” (Code of Federal Regulations; CFR, 2013, section 300.8). The definition also includes other characteristics commonly associated with an ASD such as repetitive movements and stereotyped interests, resistance to change or routine and unusual responses to sensory stimuli like it’s stated above. Other criteria under the Code of federal Regulations includes an autism diagnosis cannot be used if the child has an emotional disturbance and a child who exhibits characteristics of autism after age three could be identified using the above stated criteria.

The primary difference between a clinical diagnosis of autism and an educational diagnosis of autism is that a child’s impairment and behaviours must affect his or her educational functioning in order to qualify for services under the autism category of IDEA. Therefore, it is possible for a high-functioning student clinically diagnosed with autism to not receive an educational diagnosis if he or she is performing at grade level, or for a student who has never been clinically diagnosed to be eligible for special education services under the autism category if the student fits the criteria (Dahle, 2003; White *et. al.*, 2007).

In 2014, the Centers for Disease Control and Prevention (CDC) released a report based on data collected in 2010 from The Autism and Developmental Disabilities Monitoring (ADDM) Network.

The CDC reported data on intellectual ability available from seven of the ADDM sites. This data indicated that 31% of children with ASD were classified in the range of intellectual disability ($IQ \leq 70$), 23% were classified in the borderline range (an IQ score between 71-85), and 46% had scores in the average or above average range ($IQ > 85$). Two of the seven sites reported no difference in sex of the proportion of children with intellectual disability; whereas, the other five sites reported a higher proportion of females than males with intellectual disability.

This variability in the disorder along with co-existing disorders makes it extremely difficult for teachers who are expected to provide instruction to students who have autism.

In order to accomplish such a task, they must be educated and provided with a wealth of resources and support in order to offer adequate services to children with autism within their least restrictive educational setting.

2.3 Inclusion

Education is a fundamental human right and an indispensable instrument for attaining sustainable socio economic development. In 1970, the Education for the Handicapped Act (EHA) was developed which set the basic framework for future legislation and included grants for children with disabilities (Yell *et. al.*, 1998). The EAHCA of 1975 (Public Law 94-142) was mandated by President Gerald Ford and stated that all children have the right to a "free and appropriate public education in the least restrictive environment." Senator Harrison Williams, principle author of the EAHCA of 1975 noted:

“We must recognize our responsibility to provide education for all children with disabilities that meets their unique needs. The denial of the right to education and to equal opportunity within this nation for handicapped children--whether it be outright exclusion from school, the failure to provide an education which meets the needs of a single handicapped child, or the refusal to recognize the handicapped child's right to grow--is a travesty of justice and a denial of equal protection under the law. “(Williams, Congressional Record, 1974, p.15272)

EAHCA of 1975 took effect on August 23, 1977, and all 50 states participated under the provisions set forth by the act that provided federal funding to teach students with disabilities. There were various amendments to the act that clarified and extended its requirements under the law (Yell *et. al.*, 1998). With the passage of EAHCA, the term *mainstreaming* was used to describe the placement of students with disabilities in general education classrooms receiving formal education with their non-disabled peers. A student spending at least half the school day in the general education setting was considered to be in the mainstream (Kavale and Forness, 2000).

The amendments to EACHA of 1975 that came in 1990 included the renaming of the act. The act would be termed the Individuals with Disabilities Education Act (IDEA) of 1990 and included major changes to the provisions of the act. Most notably, the terms *handicapped student* were changed to emphasize person first; thus, *child/student with a disability* and students with autism and traumatic brain injury were identified under separate and distinct categories. Mainstreaming was replaced by the term *inclusion*, which is not found within IDEA yet hinges on the term *least restrictive environment (LRE)*.

LRE provides that students with disabilities are educated with children who are not disabled and should only be removed from this educational environment if the nature or severity of the disability is such that their education cannot be achieved with supplementary aides and services within that setting. This provides for *inclusion* within the general education classroom for all students with disabilities to the maximum extent possible. Further amendments to IDEA have focused on the inclusion of students who have disabilities and their individual needs with education.

The No Child Left Behind (NCLB) act adds an accountability factor to the education of students with disabilities. The act requires that public schools receiving federal funds to disaggregate state achievement data which forces schools to identify students with disabilities as a separate group (Cullen *et. al.*, 2010). This act provides that states describe how they will close the achievement gap and ensure all students (including those with disabilities) achieve academic proficiency as stated by (McLaughlin, 2010).

It's taken as achieved if students with disabilities must receive instruction within all content areas, which are taught within the regular education setting. NCLB forced stakeholders to include students with disabilities within the regular education classroom in order for them to have exposure to curriculum content assessed by their state assessment. Determining whether a school should promote full or partial inclusion of students with disabilities puts schools in a state of flux meaning it up to the school regulation but the trend is certainly leaning toward greater inclusion of students with disabilities.

(UNESCO, 2001a) explains that "Inclusive education starts from the belief that, the right to education is a basic human right and the foundation for a more just society. Inclusive education takes the Education for All (EFA) agenda forward by finding ways of

enabling schools to serve all children in their communities as part of an inclusive education system. Inclusive education is concerned with all learners, with a focus on those who have traditional opportunities such as learners with special needs and disabilities and children from ethnic and linguistic minorities”

Federal law demands inclusion for the education of students with disabilities, but difficulties have been noted as this provision has come to be interpreted as solely the general education classroom for all students regardless of disability and severity of that disability (Kavale and Forness, 2000). Regardless, students with disabilities which can even not assuring if the benefit outweighs simply children are being placed within the general classroom and also teachers are faced with the reality that they must educate these students within that classroom. Teacher acceptance of inclusive practices and their attitude toward such practices will determine their success and ultimately the success of the student who has a disability. The education of students with ASD is particularly challenging (Robertson *et. al.*, 2003) due to core features and a host of associated symptoms, such as inattention, sensory dysfunction, and depression along with their placement requirements (Eaves and Ho, 1997; Jordan, 2005).

Research is currently lacking on the definition of successful inclusion for students with an ASD as stated by (Simpson *et. al.*, 2003) who established a definition by posing two questions. First, is the student with an ASD socially benefitting from the general education environment? This assumes the student demonstrates a meaningful awareness of peers, responds to interactions, attempts to interact, and seeks social reinforcement for appropriate displays of behaviour and completion of tasks. Second, is the student with an ASD academically benefitting from the general education experience? This assumes the student is participating in academic activities at increasingly independent levels with or without modifications, demonstrates acquisition of new skills, demonstrates generalization of acquired skills, and attends to group instruction.

Additionally It must be apparent that the general education teacher and students are treating the student with autism as a member of the classroom by allowing the student to participate in all of the same activities with the class, speaking directly to the student as opposed to the aide or paraprofessional assigned to the student, and demonstrating acceptance of the student. It is also important that the student demonstrate appropriate participation within the general education environment by not inhibiting the successful

delivery and receipt of instruction by the teacher and other students. Finally, home-school collaboration and meaningful participation of the parents for educational planning, decision making, and implementation is essential for the successful inclusion of students with an ASD in the general education classroom (Simpson *et. al.*,2003).

Cognizant of this fact, the Federal Democratic Republic of Ethiopia (FDRE) has been committed to make education accessible to all citizens irrespective of their gender, disability, language, socio economic status, religion, etc. differences. Accordingly, the Government has given due attention to the education of Persons with Disabilities (PwDs) and has put in place important legal and policy frameworks. The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) (P.L. 108-446) guarantees a free and appropriate public education (FAPE) in the least restrictive environment (LRE) for every student with a disability. The LRE provision mandates that “to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.” which is in line with the study of (Simpson *et. al.*,2003). In general, inclusion (or inclusive education) with typical peers is often considered to be the best placement option for students with disabilities with outweighing benefit assumption being fulfilled.

Speaking of education as early as 1971 Kozoloff demonstrated that autistic students could succeed in typical classroom on the condition that teachers, curricula and other components of the learning environment were prepared in specific ways. During the 1980s and 1990s a number of studies supported the inclusion of autistic children in regular educational settings (Egel and Gradel, 1988).

In line with this, the Ethiopian Constitution establishes the universal right to education, and emphasizes the need to allocate resources and provide assistance to disadvantaged groups. In particular, the Constitution sets out the State’s responsibility for the provision of necessary rehabilitation and support services for people with disabilities (art. 41 and 91). Ethiopia has also ratified various international Conventions and instruments of

relevance to inclusive education. Of particular significance is the UN Convention on the Rights of PwDs (2007), in which Article 24 emphasizes inclusive education.

Similarly, the Education and Training Policy (ETP, 1994) states that the “expansion of quality primary education to all citizens is not only a right but also a guarantee for development”. It also aims at providing education to all children without any discrimination and assures that disadvantaged groups will receive special support in education.

With regard to the education of PwDs, the Policy has clearly indicated:

- The provision of education for children with special needs in accordance with their potential and needs (article 2.2.3);
- The preparation and utilization of support input for special education (article 3.7.6.); and
- The training of special needs education personnel within regular teachers training program (article 3.4.9.).

Based on ETP, the Ministry of Education (MoE) has designed a Special Needs Education Program (SNE) strategy in 2006 to make education accessible to children with special needs and marginalized groups. As reflected in the principle of Universal Primary Education (UPE), and Education for All (EFA) goals by 2015 to which Ethiopia is committed. Ethiopia has ratified the 2006 UN Conventions on the Rights of Persons with Disabilities (CRPD), which recognizes the right of PwDs to inclusive education at all levels of the education system in 2010. Subsequently, this right has become part and parcel of the Constitution of the country. (Ministry of Education of Ethiopia - Special needs and inclusive education strategy, 2012)

These statements assert the commitment of the Ethiopian government to employ inclusive education to boost school based intervention to promote behavioural and social skill achievement of children living with disability and concurrently, though not significant but the country has registered achievement in terms of improving application of this inclusive education plan for children living with disability and we believed that this no child should be left policy includes children living with autism that qualifies to be treated as one of disability and should be given attention too as other disabilities. The

Education for All Handicapped Children Act was revised over the years with a noticeable revision in 1990 congress renamed the act calling it the Individuals with Disabilities Education Act (IDEA). This revision expanded the definition of disabilities to include *autism* and *traumatic braininjury*.

If a student, through formal assessment, meets special education criteria, parents, teachers, and other professionals develop what is known as an Individualized Education Program (IEP). The IEP takes the form of a written document, updated annually, describing the services needed to meet the needs of the student, including accommodations, modifications and supports. Federal regulations explain that “the identification of autism for educational programming does not indicate a specific placement; however, it is based on the strengths, weaknesses and individual goals and objectives of the student” (IDEIA, 2004).

The rationale for inclusive education for students with Autism Spectrum Disorder (ASD) is that children with ASD have the right to be educated in the least restrictive environment, deserve the same learning opportunities as typical learners, can learn appropriate (social) behaviour from the typically developing peer models and classmates, children with ASD or other special needs spend their entire lives in a typically developing world and learning beside their neighbours and friends is a more natural environment and children without special needs need to understand how to learn and eventually work alongside those with handicapping conditions, who will live with them in their community. Inclusion provides this opportunity as well. ([http://www.carautismroadmap.org/Inclusion-vs-Self Contained-Education](http://www.carautismroadmap.org/Inclusion-vs-Self-Contained-Education)) (Individuals with Disabilities Education Act (IDEA) (1997, 2004), (Mesibov and Shea 1996)

Inclusion has also been defined as the process of identifying, understanding and breaking down barriers to participation and belonging, going beyond education to cover the total experience of a child with autism and his/her family (Joneset, *al.*,2008). This broad concept of inclusion acknowledges the need to make adjustments to the learning environment and instructional practices in addition to within child factors in order to address the education of children with ASD. Learning opportunities need to be planned for, lessons need to be structured, and the learning style and needs of the learner must be considered. Accommodations for learning styles, academic needs, and sensory and social issues must all be addressed. (Harrower and Dunlap, 2001; Dahle, 2003)

As inclusive education doesn't mean simply putting children living with autism in inclusive environment with typical children and hoping for the best to come, it would rather be a measurable practice for its quality of service and betterment of the behavioural and social skill development of the children living with autism as was indicated in the works of (Reagan *et. al.*, 2012).

The No Child Left Behind (NCLB) act has initiatives that also promote inclusion. NCLB requires public school systems to disaggregate achievement data forcing them to look at students with disabilities as a separate group (Cullen, Gregory, & Noto, 2010). Public schools are currently held responsible for the progress of students with disabilities in the general curriculum; therefore, it is of utmost importance that these students are exposed to the regular education curriculum to the maximum extent possible. This makes successful inclusion of students with disabilities important for stakeholders within the educational realm.

Inclusion must be successful in order for students with disabilities to profit from participation within the regular education environment; however, successful inclusion will also depend on teacher acceptance.

Inclusion of students with autism into general education classrooms is currently driven by the IDEA and NCLB. In addition, parents of students with autism are strong advocates for inclusion of their children into the regular education classroom. (Jindel-Snape, *et. al.*, 2005). Regardless of mounting pressure from parents, teachers must be personally willing to accept students with autism into their classrooms for ultimate success (Elliot, 2008). Previous research suggests that many teachers do welcome inclusion of students with autism into their classrooms; however, it is clear that many are not prepared to teach students with autism (Kosmerl, 2011; Monahan and Marino, 1996).

Teachers with positive perceptions tend to put forth more effort and time to help the child be successful and teachers who have more favourable attitudes towards those with autism exhibit higher levels of commitment, thus playing an important role in implementing and improving mainstream practices (Avramidis and Kaylyva, 2007). On the contrary, teachers who have unfavourable attitudes toward children with disabilities may have significant negative impacts on those children such as a lowered self-concept,

lowered self-expectations, reduced academic achievement, and unsuccessful inclusion in the classroom (Hannah & Pliner, 1983).

Teachers may perceive students with autism as uneducable within an inclusive setting, which would suggest a lack of knowledge about autism in general. Personal characteristics of teachers (i.e., age, gender, teaching experience, teaching position, or contact with a person who has autism and having formal training) may be associated with positive or negative attitudes toward inclusion.

Findings agree that overall teachers had positive or favourable attitude towards including student with autism and teachers must be accepting of students with autism as they enter their classrooms and must understand the students' individual needs. However teachers and school administrators must recognize that adequate autism training is critical to successful inclusion for students with autism and severity level of autism, having formal education meaning being special need educator and general educator and working at governmental schools where enabling setting and resources were scarce have significant difference on the attitude of teachers towards inclusion of autistic children in mainstream classes.

Teachers find it difficult in teaching learners with autism spectrum disorder as they experience communication, imagination and social impairments which are critical in learning and also children with autism experience problems of mood swings, tantrums and ritualistic behaviours which interfere with teaching learning process and there are times it becomes impossible to teach under such circumstances. Some children with autism have a short attention span. This can drag the whole class behind while others learn through routine schedule which is hard to acquire due to lack of skills competence and this factor obtained to be one of significant factor which affects teacher's attitude towards the inclusion of students with autism spectrum disorder and confined with studies conducted by (Eldaret. *al.*,2010), One of the issues in the inclusion process of students with ASD is the severity of the disability from student to student. For Eldar, Talmor & Wolf-Zukerman, the factors that can make or break the inclusion process are communication and language skills, stereotypical behaviour and other individual abilities.

Behavioural problems: the presence of serious self-harm, aggression, uncontrollable tantrums. These can put into question the possible inclusion of the student if there is no previous solution. Inflexibility in cognitive behaviour may require adjustments and

therapeutic aids in the integrated cases. In fact, consideration of the above characteristics often affects the placement of students with ASD said in their study conducted in Seville Spain, (Rodriguez *et. al.*, 2012)

Learning problems of children with autism are very much related to other impairments such as communication and social interaction as discussed in the above section. Research indicates that as many as 75% of individuals with autism have a problem in relation to learning, up to 40% showing severe to profound learning disability (Fombonne, 1999). Students with autism face difficulties when learning to read which includes problems in relation to attention, lack of motivation and problems with word decoding (Vacca, 2007). He further explained that due to lack of social interaction the student may lack the inspiration to please others or unrewarded by praise as a result appears to be resistant to praise.

(Siegel, 2008) explains another learning problem specific to children with autism that is lack of interest to be like peers or friends and this inhibits learning in a group- based setting. He goes on to describe the effect of communication impairments on learning, when we say communication it incorporates both the verbal and non-verbal ways of interaction. When a teacher teaches in a classroom she/he uses both verbal and non-verbal ways of communication however children with autism are unable to realize the gesture, facial expression and other things used by the teacher consequently it is hard for them to get the idea of the teacher.

(Siegel, 2003) in *helping children with autism learn* states that repetitive behaviours influence their ability to master other new things. Organizing information is the other kind of impairment he considered and it includes *playing with things the same way over and over*, this relates to lack of motivation to remake things that the child is seeing or practicing. The other difficulty he described is difficulty *with responding to new things* somehow, this difficulty can be considered as a problem of how fast the brain of individuals with autism can take in.

With regard to learning problems of children with autism in a normal class room setting with other typically developing children (Chilvers, 2008) explained that *because of poor understanding of social rules in a class room or the inability to follow series of instructions, to name but a few, autistic children are often regarded as rude or 'trouble*

makers' at school. They may also insist on finishing a certain activity when other students finish and pass on to other new things and the use of abstract language may not be easy to interpret which results in recurrent misunderstanding. According to (Moyes, 2003) frequent complaint of teachers about children with autism in their classroom is the inability to pay attention.

Understanding teacher attitude toward inclusion and identifying teacher characteristics related to attitude can assist school administrators with the identification of appropriate teachers to work with students who have autism. This will ensure student needs are met within their least restrictive environment in the public school setting as mandated by federal and state laws. Understanding teacher attitude can also provide insight into ways to alter the negative perceptions that many teachers have toward inclusion of students with disabilities in general.

2.4 Factors and/or Characteristics That Influence Teacher's Attitude Towards the Inclusion of Children Living with Autism

As studies are shown effective inclusion is more than implementation of different policies and strategies. Teachers, other educators, non-teaching support staff, parents, communities, school authorities, curriculum developers, educational planners, the private sector and training institutes are all among the actors that can serve as valuable resources in support of inclusion. Some (teachers, parents and communities) are more than just a valuable resource; they are the key to supporting all aspects of the inclusion process. This must be based on a willingness to accept and welcome diversity and to take an active role in the lives of students, both in and out of school this tells us that positive or favourable attitude of teacher's matters for the success of inclusion and the student in their education. For favouring teacher's attitude there are different factors and teacher's characteristics that are thought to influence.

While there is limited research on attitudes towards the inclusion of students with ASD, much research has been conducted on the attitudes that educational professionals hold towards the general concept of inclusion (Avramidis & Norwich, 2002; Scruggs & Mastropieri, 1996). The following review will briefly describe the documentation of the attitudes of general, special and Para-profession education teachers and comparisons

between education professionals, as well as discuss salient variables that may affect attitudes towards inclusion.

Reviews of international research investigating teacher attitudes towards mainstreaming, integration, and inclusion suggest that teachers hold positive views towards the general concept (Avramidis and Kalyva, 2007; Scruggs and Mastropieri, 1996). However, there are a variety of factors which influence the opinions of teachers, including type of disability; severity of disability; experience and contact with students with disabilities; training, experience and knowledge of disability; and access to resources and support (Avramidis and Kalyva, 2007; Hannah and Pilner, 1983).

Generally speaking, teachers have the most positive attitudes towards including students with less severe disabilities who will not require extensive services, extensive attention and specialized skills (Center and Ward, 1987; Ward *et. al.*, 1994). These results suggest that teachers feel inclusion is best suited for students with physical impairments which might not need their extensive attention and specialized skills, whereas students with cognitive deficits and social-emotional disorders are viewed as least suited for successful inclusion because of their high demand says (Avramidis and Norwich, 2002). Furthermore, teachers do not always believe social benefits will occur for students with mild disabilities who are placed in general education settings.

(Soodak, *et.al.*, 1998) also posed a hypothetical inclusion question to a large sample of general education teachers. Teachers were told that their principal was planning to include a student with a disability in their class. Teachers were randomly assigned to respond to one of five disabilities: hearing impaired, learning disabled (LD), intellectually disabled (ID), behaviour disordered (BD), or physically handicapped. Responses indicated that teachers felt more negatively towards including students with LD, ID, or BD than students with a physical handicap or hearing impairment.

The way teachers teach is of critical importance in any reform designed to improve inclusion. Teachers must make sure that each pupil understands the instructions and expected working modalities. Similarly, the teacher him/herself must understand the pupil's reaction to what is being taught since teaching only has meaning and relevance if the pupil acquires its content. Teachers thus need to be educated in alignment with these expectations.

Teachers as well as school leaders must be encouraged to discuss learning and teaching as well as methods and possibilities for development. They must be given a chance to

reflect together on their practice, and to influence the methods and strategies used in their classes and schools. Teachers must also be familiarized with new curricula and trained in addressing student performances. A child-centred curriculum is characterized by a move away from rote learning and towards greater emphasis on hands-on, experience-based, active and cooperative learning.

Introducing inclusion as a guiding principle has implications for teachers' practices and attitudes – be it towards girls, slow learners, children with special needs or those from diverse backgrounds (cognitive, ethnic and socio-economic).

Teachers' positive attitudes towards inclusion depend strongly on their experience with learners who are perceived as 'challenging'. Teacher education, the availability of support within the classroom, class size and overall workload are all factors which influence teachers' attitudes. Negative attitudes of head-teachers, inspectors of education, teachers and adults (parents and other family members) are major barriers to inclusion. Thus, empowering all of these individuals, equipping them with new confidence and skills in the process of introducing inclusion as a guiding principle, will have implications for teachers' attitudes and performances.

Teachers, other educators and non-teaching support staff need to be trained and ready to assist children, youth and adults in their development and learning processes on a daily basis. Flexible teaching-learning methodologies necessitate shifting away from long theoretical, pre-service-based teacher training to continuous in-service development of teachers. It must be noted that all specific knowledge and competence cannot be given to the same individual. Several specializations are needed to cooperate with and support ordinary school staff. Moreover, national policies must address the status of teachers, their welfare and professional development. The severe teacher shortage and lack of trained teachers, especially in sub-Saharan Africa, and South and West Asia, has highly unfortunate consequences for the quality of learning. (UNESCO, 2009) For teachers to work effectively in inclusive settings, they need to have the appropriate values and attitudes, skills and competences, knowledge and understanding. All teachers should be prepared to work in inclusive education in their initial training and then have access to further, in-service training later in their careers in order to develop the knowledge and skills to enhance their inclusive practice in inclusive settings.

Teacher attitudes are generally seen as decisive for achieving inclusive education and these attitudes depend heavily on their experience – specifically with students with SEN – their training, the support available and other conditions such as the class size and their

workload. 'It is very important that we have professional teachers and support personnel. They need education and good training.' (Kiama and Waithira, 2012) Positive attitudes can be fostered by the provision of appropriate training, support, resources and practical experiences of successful inclusion. Teachers require access to such experiences to help them develop the necessary positive attitudes. Teachers and other staff are supported to develop their knowledge, skills and attitudes regarding inclusion so they are prepared to meet all pupils/students' needs in mainstream teaching.

(Shade and Stewart, 2001) examined the effect of an introductory course in special education on the attitudes of general and special education pre-service teachers toward inclusion of students who have disabilities. The study evaluated attitudes before and after the completion of the special education course to assess the effectiveness of the course.

Participants included general education majors ($N = 122$) and special education majors ($N = 72$) enrolled in a required special education course at a major teacher preparation institution. The same instructor taught both courses using the same textbook and related course materials. Participation was based on student enrolment in the course.

In this pre-post design, data collection included a 48-item inclusion inventory that assessed overall attitude toward inclusion of students with disabilities. This 5-point Likert scale instrument was implemented as a pre- and post-test measure to assess any attitudinal change as a result of the special education course. The instrument provided eight subscales: Class Placements (5 survey items); Behaviour (7 items); Self-Concept (7 items); Other Students (9 items); Time and Work (6 items); Teacher (9 items); Motivation (3 items); and parents (2 items). Teachers rated statements based on these eight subscales rating from 1 (*strongly disagree*) to 5 (*strongly agree*). No reliability or validity scores were provided for scale. The independent variable in this study was teacher attitude toward students with autism included in the regular education classroom. The dependent variable was the special education course. Data analysis included using *t*-tests with $\alpha < .05$ to determine attitude change after course completion.

Findings revealed an overall positive change in attitude among the general and special education majors. Analysis noted significance among five of the eight subscales for the general education majors (Behaviour, Self-Concept, Other Students, Teacher, and Parents) and significance among five of the eight subscales for the special education majors (Class Placement, Behaviour, Self-Concept, Motivation, and Parents).

These findings emphasize a connection between teacher attitude toward inclusion and coursework in special education. The study highlights the benefits of regular and special education teacher training in the area of special education which is very useful to teacher preparation programs and school administrators preparing teacher professional development sessions.

With the same talken South Africa, substantial researches have been done on inclusive education though limited research has focused on inclusive education for children with autism. However, a study conducted by (Lomofsky and Lazarus, 2001) examined the first steps in development of inclusive education in South Africa. The majority of the teachers surveyed in one study; (Hay *et.al.*,2001), felt unprepared and unequipped for working in inclusive classrooms. (Bothma *et. al.*,2000) found South African primary teachers attitude towards inclusive education negative, therefore creating critical barrier to successful implementation of inclusive education.

Similarly the government of Ghana since independence regards education as a fundamental human right for all its citizens and it has enshrined this right in the legal framework of education. The 1961 Education Act is the principal legislation concerning the right to education for all children in Ghana. The 1992 Republican Constitution of Ghana gave further provision and support for education as a basic human right for all citizens of Ghana. Some of the challenges experienced in inclusive education in Ghana were that teachers did not regard students with disabilities particularly those with sensory impairments as belonging in regular classes and would prefer them being in special schools.

They believed that inclusion of students with disabilities would limit the amount of their workload, thereby resulting in incomplection of the syllabus. They also believe that if these students are included in regular classes, it would affect the academic performance of their peers without disabilities. The teachers also perceived that their professional knowledge and skills were inadequate to effectively teach students with disabilities in regular classes. (Elizabeth and Ofori, 2018).

(Huang and Wheeler, 2007) in “Including Children with Autism in General Education in China”; report that although social attention to the education of children with special needs began in the late 1970s, education for children with autism is the greatest challenge in special education in China. They point out that most school age children with autism are still kept out of both regular and special schools. In addition, the authors

identify various factors that affect implementation of inclusive education. These factors are: lack of social awareness and acceptance of autism; reluctance from general education teachers in including children with autism in their classrooms because of their lack of knowledge regarding such students' characteristics and learning styles; parents are reluctant to include their children in regular classrooms due to the possible negative impact on the children's academic and behavioural performance (Deng and Manset, 2000).

Attitudes towards inclusion are additionally affected by the teacher's perception of support (Center and Ward, 1987), particularly in terms of financial resources (Semmel *et. al.*, 1991) and personnel (Robertson *et. al.*, 2003). A recent descriptive study investigated twelve classrooms each containing a student with high-functioning autism who were educated in general education settings for their entire school day (Robertson *et. al.*, 2003).

Interestingly, the authors found that teachers reported generally positive relationships with their students with ASD, and there was no difference found in level of social inclusion between students with ASD and their typical peers. It is also important to note that half of the students in the sample were accompanied by paraprofessionals in the classroom, yet this service did not affect teacher perceptions of closeness, conflict or dependency with the included students. Overall, scholars such as (McLeskey and 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 & Waldron, 2002). All of these opportunities provide, not only support from many directions, but education in the field of special education. With these supports, the general education teachers should gain a strong sense of empowerment and be less fearful that they will not be able to handle their classrooms.

(Leyser and Tappendorf, 2001) reveal that it was useful if special education and general education teachers trained together in in-services or pre-services so they could share ideas and learn skills on how to effectively collaborate, team and teach together. Apart from regular teachers and special needs education teachers, inclusive education for

children with autism requires that, different professionals who assist children with autism work collaboratively; these professionals include speech therapist, physiotherapists, occupational therapist, nutritionists and educational counsellor.

Self-efficacy can also be considered an important factor in the development of attitudes towards inclusion, and studies have document that general education teachers often view themselves as lacking skills necessary for successful inclusion of students with disabilities (Semmel *et. al.*, 1991).

Level of professional training has been found to be significantly related to attitudes (Avramidiand Kalyva, 2007), whereby teachers with special education training expressed more positive attitudes than those without such training (Center & Ward, 1987). Years of experience as an educator may produce variable attitudes; some researchers have reported more negative attitudes towards inclusion policies among teachers with more experience (Savage & Weinke, 1989), whereas other studies report that years of experience was related to improved attitudes towards including students with learning disabilities (Soodak *et. al.*, 1998).

Several studies have sampled groups of educational professionals and compared their attitudes using correlational designs. A study comparing special education teachers to general education teachers found pronounced differences between the groups (Buellet. *al*, 1999). For example, general education teachers expressed more need for inclusion training than special education teachers. Moreover, special education teachers expressed greater confidence in performing inclusion related tasks such as adapting curricula, participating in IEP meetings, and writing behavioural objectives.

In a study done at Kenya Nairobi the views of the respondents varied on the time to take to prepare a child with autism coming directly from home for inclusive education. 30% of the teachers felt that it would take 4-6 years, 25% of the teachers indicated 2-4 year. Conversely 25% were non-committal, while 20% noted it take two years and below.

The results also revealed that 47.7% teacher's aides indicated that it takes 2-years, whereas 20.0% suggested it would take 4-6 and 26.7% pointed out that, it would take above six years, while 6.7% of the teacher's aides were non-committal. Whilst the interview schedules from the heads of the departments revealed that it take about five years to prepare a child with autism to join inclusive class, they attributed this to the nature of the autism condition. They vindicated that the teachers needed time to prepare the child in such aspects as self-care skills and communication. They noted that children

with autism experience challenges in the certain areas; “Children with autism experience communication difficulties, behaviour problems, social deficits and sensory problems. This requires speech therapy, behaviour modification, social skills training and sensory integration, which takes a lot of time to realize any meaningful progress to become functional educationally for inclusion (Matasio and Mwendo, 2011).

CHAPTER THREE

Research Methods

3.1 Research design

According to (Creswell & Plano, 2011) explanatory sequential mixed methods is one in which the researcher first conducts quantitative research, analyses the results and then builds on the results to explain them in more detail with qualitative research. It is considered explanatory because the initial quantitative data results are explained further with the qualitative data. It is considered sequential because the initial quantitative phase is followed by the qualitative phase.

This type of design gives the chance to have a more complete understanding of a problem; to develop a complementary picture; to compare, validate, or triangulate results; to provide illustration of context for trends; or to examine processes/experiences along with outcomes so, for the purpose of this study mixed methods of research approach were employed where explanatory sequential mixed methods of design, which quantitative (survey) and qualitative (phenomenological) research design or strategies were implemented respectively to obtain a picture of teachers' attitude towards the inclusion of students with autism in Addis Ababa.

3.2 Participant

The survey was carried out in two government schools (Yekatit 23 located in Addis Ketema k/k and Agazi-1 located in kirkos k/k), two private local investment schools (Champions academy located in Nifas silk Lafto k/k and Victory academy located in kolfe keraniyo k/k) and in two private foreign investment schools (Young Roots English school located in bole k/k wereda 8 and Andnet international school located in yeka sub city wereda 9) school.

The participants of the study were primary regular, special need and assistant teachers working at the specified schools. The qualitative study participants or key informants on the interview were different professional coordinators, consultant and advisor in a special need department and other professionals like psychologists, teacher developer, school principals and assistant teachers.

3.3 Sampling

The researcher first step was going to Addis Ababa City Administration Bureau and Ministry of Education to collect schools list which are running inclusive education and have at least special classes to educate people with disability.

Upon doing that the researcher found out that it is believed to be all government schools are running inclusive classes but practically there were around 27 primary schools which had either inclusive or at least special need classes on the list. And only 2 private local investment schools were listed.

So the researcher decided to take 2 schools from each setting that means a strata was formed first containing two schools from three setting governmental (Yekatit 23 leyu total number of teacher = 38 out of which male= 14 and female= 24 and Agazi-1 total number of teacher= 53 out of which male= 25 and female= 28) , private local (Victory academy total number of teacher 18 out of which male= 10 and female= 8 and Champions academy total number of teacher 33 out of which male=18 and female=15) and private foreign (Andnet international total number of teacher 150 out of which male=80 and female= 70 and Young Roots English school total number of teacher= 83 out of which male= 42 and female= 41) with a total population of 375.

Then taking the rules of thumb which states that most statisticians agree that the minimum sample size to get any kind of meaningful result is 100. So the researcher decided to take around 180 participants to increase response rate or maintain good amount of respondent number after data management and cleaning stages, where 30 randomly selected teachers were expected to fill the questionnaire in each selected schools.

From the distributed 180 questionnaire 25 were not returned and up on data managing and clearing 85 were not properly filled out therefore a total of 80 teachers' responses were used for analysis and discussion.

For the interview questions 9 key informants were selected purposively that was because purposive sampling enables researchers to select individuals and sites intentionally to learn or understand the central phenomenon (Creswell *et, al.*,2012).

3.4 Data collection instrument

Questionnaires and interview questions was used as data gathering tools.

3.5 Data analysis procedure

After the data collection procedure the researcher made data entry, cleaning and data managing procedures like transferring scale data into one variable called attitude and revers coding was adjusted for some variables. Upon extensive reading and consultation the researcher decided which analysis methods could give the chance to answer the research questions better. The responses were interpreted and analyzed using descriptive and ANOVA post-hoc comparison analysis methods.

3.6 Pilot Study

The questionnaires were pre-tested at Eshet Primary school in Addis K/K/K Addis Ababa with a participant number of 50. The researcher visited the school and briefed the respondents on the intended data collection in their school. The sample that was used in the pilot study had the same characteristics as the one that was used in the real study. According to(Hartley, 1991), piloting provided a good opportunity for the researcher to identify any weakness in the instruments and to find out if the anticipated data analysis techniques were appropriate. After piloting, the researcher found the weakness or limitation of the instrument to be having cofounding elements so the need for qualitative data collection was identified and done accordingly and also even if the questionnaires were standard since the researcher translated to working language and tried her best to contextualize to the existing situation pilot testing needed to be performed.

3.7 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Orodho, 2004). This researcher tried to compare her pilot study result with the standard one and the result were congruent. The demographic questionnaire also distinguished regular education teachers and special education teachers. For TATIS, developed by (Cullen *et, al.*, 2010), construct validity was confirmed through principal component analysis. This procedure revealed three factors that accounted for over 58% of the total variance. The three factors were (a) teacher perceptions of students with mild to moderate disabilities (POS), (b) beliefs about the efficacy of inclusion (BEI), and (c) perceptions of professional roles and functions (PRF). Once completed, the T A TIS was scored using a scoring sheet that provided

factor and total scale scores that may be compared to normative standards. T-scores and percentile ranks are provided. Higher scores on the TATIS related to support for inclusion (Cullen *et. al.*, 2010). So taking standard instrument which already has done reliability test and for the purpose of making sure translation and contextualization didn't affect the material pilot test and reliability confirmation was done but not for the interview questions and upon doing that the researcher find out that the questioner was reliable enough to collect the required data.

3.8 Ethical issues

A letter of informed consent was provided to all participant school teachers' that tell this researcher would not collect any identifying information of individuals to assure confidentiality/anonymity. Data collected remained confidential and will be used for the purpose of research only. Participation was voluntary and there will no identified risks or benefits associated with the participation in the study. Responding to the questions will constitute the participant's consent.

CHAPTER FOUR

Analysis and Result

4.1 Demographic Data

This research aimed to study or assess the attitudes of teachers' toward inclusion of students with autism into the general education classroom highlighting individual teacher characteristics that influenced attitude. This chapter presents the results of the study. The majority of the participants (60 %) were regular class regular education teachers, (22.5 %) identified themselves as regular class special need teachers, 12.5 % were special school special need teacher, 5% described their current position as a Para-professional working in regular class. (100 %) of the participants reported that they were elementary teachers.

Additional aspects of the teachers' personal and professional experiences with persons with autism, as well as their perceptions of training in the area of autism, were assessed as part of the demographic questionnaire. Results are presented in Table 1. When participants were asked if they had student living with autism in class? The majority (61.3 %) of respondents reported having a student with autism in their classroom at some point. Some teachers (13.3%) had multiple students with autism with multiple severity levels of the disorder when most report having moderate level of autism (25%) and mild (18.8%) while only a few (6.3%) only had students with a severe level of autism. Most respondents (55%) reported that they were not adequately trained to teach students with autism with the majority (71.3%) indicating that they had no formal training in autism beyond the basics (i.e., an overview of the definition or characteristics of autism). This all results are illustrated below on table 1

Table 1: Demographic frequency result table for six schools

Demographic Frequency table			
		Frequency	Percent
Teaching position	General education teacher	48	60
	Regular school special need teacher	18	22.5
	Special need school special need teacher	10	12.5
	Paraprofessional	4	5
Level where teachers are teaching	Primary/elementary	80	100
Having autistic child in class	No	31	38.8
	Yes	49	61.3
Autism level of severity	Mild	15	18.8
	Moderate	20	25
	Sever	5	6.3
	Multiple student at multiple severity	9	11.3
Equipped with different training	No	44	55
	Yes	36	45
Equipped with formal education	No	57	71.3
	Yes	23	28.8
Demographic Frequency table			
		Frequency	Percent
Teaching position	General education teacher	48	60
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	Multiple student at multiple severity	9	11.3
Equipped with different training	No	44	55
	Yes	36	45
Equipped with formal education	No	57	71.3
	Yes	23	28.8

In studying the attitude of teachers' toward inclusion of students with autism results from the T A TIS were used to answer the question what is the general status of teachers' attitude toward the inclusion of autistic children in a regular class room? The T A TIS consists of 12 items concerning teachers' attitude toward inclusion of students with autism responses measured by a Likert scale with the following range: 1 = *disagree very strongly*, 2 = *strongly disagree*, 3 = *disagree*, 4 = *neither agree nor disagree*, 5 = *agree*, 6 = *strongly agree*, and 7 = *agree very strongly*. All 12 items were used to examine teacher attitude toward inclusion of students with autism.

The overall mean score and standard deviation for each item on the T A TIS were calculated and presented in table 2. Mean scores for all items ranged from 3.46 to 5.85. A score of 4 would denote a neutral response (i.e., neither agree nor disagree). Numbers above 4 were in agreement with the item while those below 4 disagreed with the item. The wording for items 5,6,7,8 and 12 was reversed; therefore, the opposite would be true for ratings on those items (i.e., lower numbers indicates more agreement and higher numbers indicate more disagreement).

Nine of the twelve items on the TATIS were noted to have mean scores that indicated teachers were supportive, if only mildly, of inclusion for students with autism. Items 1, 2 and 4 were the only items with mean scores indicating disagreement with statements supportive of inclusion. The results from these three statements suggest that teachers are not as supportive of full inclusion practices and think separate classrooms should remain as an option to meet the educational needs for students with autism.

But the total mean score which is 4.93 shows the total agreement that teachers' showed for the inclusion toward autistic children in a regular class while results obtained from interview questions suggests that respondents are supporter of full inclusion but still don't deny the need for IEP development for the placement of student so that to fulfil the needs of special need students.

Table 2: Descriptive statistics mean score of 12 items

	Descriptive Statistics		
	N	Mean	Std. Deviation
Autistic child should be fully included in a regular class	80	3.93	1.9473
Autistic child shouldn't be segregated at all	80	3.46	1.7998
Most or all regular class can be modified to meet the needs of autistic child	80	4.56	1.645
Autistic child will benefit more in regular class than special classes	80	3.6	1.6265
Autistic children shouldn't be included in regular class since they require too much time of teacher's	80	5.75	.9873
Since they lack academic skill they won't be productive in a regular class	80	5.6	0.9
Since they have social and communication barrier they won't be successful in a regular class	80	5.61	.879
Regular teachers even if they tried their best they won't be effective in teaching autistic children	80	5.61	.9999
Given the opportunity would love to fulfil educational need of autistic children in team teaching	80	4.98	1.786
All type of student will benefit from cooperative/team(special need with regular teacher) teaching	80	4.68	1.8
Teaching autistic child in regular class should be done in cooperation special need with regular teacher	80	5.3	1.5
Since autistics have behavioural, social and communication limitation they should only be thought in special class	80	5.85	1.0324
Attitude	80	4.93	1.06
Valid N (listwise)	80		

In a study which assess if there is a specific autism challenges like severity related to teachers' attitude toward inclusion of students with autism? Severity level of autism here defined in terms of language ability, intellectual functioning or the presence of problematic behaviours such as aggression, all of which contribute significantly to an individual's ability to function in social, academic and employment situations.

A one way between subjects ANOVA was conducted to compare the effect of severity levels of autism on teachers' attitude toward the inclusion of autistic children in a regular class room in mild, moderate, severe and having multiple complication in multiple stages of autism condition.

There was statistically significant effect of severity level of autism on teachers' attitude toward inclusion of autistic children at the $P < .05$ level for the four condition [$F(3, 45) = 11.8, p = .00$].

Table 3 *One-way Analysis of Variance of teachers' attitude toward inclusion by levels of severity of autism.*

ANOVA					
Attitude					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.355	3	5.118	11.830	.000
Within Groups	19.470	45	.433		
Total	34.825	48			

As obtained from the ANOVA result it's possible to conclude that there is a significant difference between the variables but didn't tell us where the actual difference lies so considering Post-Hoc comparisons is a must, so that we can have the chance to tell where the significant difference lies.

Post hoc comparisons using the Tukey HSD test indicated that the mean score for the moderate level of autism condition ($M = 1.7, SD = .33$) was significantly different than the severe level of autism condition ($M = .7, SD = .37$) however, the mild level of autism condition ($M = 1.38, SD = .34$) and multiple student at multiple severity level condition ($M = 1.04, SD = .26$) didn't significantly differ from the moderate level of autism condition.

Table 4: *Post hoc comparison of severity level of autism*
Multiple Comparisons

Dependent Variable: Attitude

Tukey HSD

(I) Autism level of severity the student has	(J) Autism level of severity the student has	Mean Difference (I-J)	Std. Error	Sig.
Mild	Moderate	-.34	.22467	.448
	Sever	1.38 [*]	.33968	.001
	Multiple student at multiple severity	.71	.27734	.066
Moderate	Mild	.34	.22467	.448
	Sever	1.7 [*]	.32889	.000
	Multiple student at multiple severity	1.043 [*]	.26402	.002
Sever	Mild	-1.38 [*]	.33968	.001
	Moderate	-1.7 [*]	.32889	.000
	Multiple student at multiple severity	-.67	.36689	.275
Multiple student at multiple severity	Mild	-.7066	.27734	.066
	Moderate	-1.043 [*]	.26402	.002
	Sever	.67	.36689	.275

*. The mean difference is significant at the 0.05 level.

Taken together, these results suggest that sever level of autism really do have an unfavourable effect on teachers' attitude toward the inclusion of autistic children in regular class room. Similarly the results obtained from qualitative study report that level of severity the student have could be challenge for the placement of the student in need appropriate class and could be hard for the teacher to fulfil the student demand and same time manage the class as a whole.

To study if there is a difference between regular and special education teachers' attitude toward inclusion of students with autism? An analysis of variance (ANOVA) was conducted to examine the scores for attitude Scale score in relation to the variable of general education teacher, regular school special need teacher; special need school special need teacher and Para-professionals. A statistically significant difference was noted at $P > .05$ level for the four condition [$F(3, 76) = 11.7, P = .00$].

Table 5: One- way Analysis of Variance of teachers' attitude toward inclusion by teaching position.

ANOVA					
Attitude	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	28.322	3	9.441	11.732	.00
Within Groups	61.156	76	.805		
Total	89.478	79			

As it's shown there is a significant difference between teachers' attitude toward inclusion when studied by teachers' teaching position, however didn't tell us where that difference lies. So going for post hoc comparison using the Tukey HSD test indicated that the mean score for the regular school Special education teachers had ($M = 1.8, SD = .354$) significant difference than the special need school special need teacher mean ($M = -1.8, SD = .354$). However, the general education teacher ($M = 1.24, SD = .25$) and Para-professional ($M = 1.44, SD = .496$) didn't have significant difference from the regular school special need teacher.

**Table 6: Post hoc comparison of teaching position of autism
Multiple Comparisons**

Dependent Variable: Attitude
Tukey HSD

(I) Current position of teaching	(J) Current position of teaching	Mean Difference (I-J)	Std. Error	Sig.
General education teacher	Regular school special need teacher	-1.23882 [*]	.24793	.000
	Special need school special need teacher	.59596	.31182	.232
	Paraprofessional	.20146	.46684	.973
Regular school special need teacher	General education teacher	1.23882 [*]	.24793	.000
	special need school special need teacher	1.83478 [*]	.35380	.000
	Paraprofessional	1.44028 [*]	.49586	.024
Special need school special need teacher	General education teacher	-.59596	.31182	.232
	regular school special need teacher	-1.83478 [*]	.35380	.000
	Paraprofessional	-.39450	.53070	.879
Paraprofessional	General education teacher	-.20146	.46684	.973
	regular school special need teacher	-1.44028 [*]	.49586	.024
	Special need school special need teacher	.39450	.53070	.879

*. The mean difference is significant at the 0.05 level.

Taken together, these results suggest that regular school special need teachers' had more favourable attitude toward the inclusion of autistic children in a regular class room than regular school regular or general teacher. Such results might be expected, given that special education teachers are trained to work with students with special needs and have more experiences with students with special needs.

In studying if there is a difference between public, private local investment and private foreign investment schools teachers' attitude toward the inclusion of students with autism?

A one way between subjects ANOVA was conducted to compare the scores for attitude Scale score in relation to the variable of government school, private foreign investment school and private local investment school teachers’.

There was a significant difference noted between teachers’ teaching at public, private local and private foreign investment school at the $P < .05$ level for the three condition [F(2,77) = 60 ,P= .00]

Table 7: One way analysis of variance of attitude by teachers’ work place

ANOVA					
Attitude					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	54.516	2	27.258	60.	.00
Within Groups	34.962	77	.454		
Total	89.478	79			

But as this value didn’t tell us where the significant value lays, going for a post hoc comparison is required. Post hoc comparison using the Tukey HSD test indicated that the mean score for the private foreign investment school teacher condition (M = 1.78, SD = .179) was significantly different than the public school teacher condition (M = -1.78, SD = .179) however, the private local investment condition (M = 1.63, SD = .19) didn’t significantly differ from the private foreign investment condition.

Table 8: Post hoc comparison for attitude by teachers’ work place

Multiple Comparisons				
Dependent Variable: Attitude				
Tukey HSD				
(I) Place where teachers’ are working currently	(J) Place where teachers’ are working currently	Mean Difference (I-J)	Std. Error	Sig.
Governmental/public schools	Private/local investment	1.6 [*]	.19	.00
	Private/foreign investment	-1.78 [*]	.179	.00
Private/local investment	Governmental/public schools	1.6 [*]	.19	.00
	Private/foreign investment	-.1487	.19	.7
Private/foreign investment	Governmental/public schools	1.7799 [*]	.179	.00
	Private/local investment	.1487	.19	.7

*. The mean difference is significant at the 0.05 level.

Taken together, these results suggest that teacher working at private foreign school do have more favourable attitude than teachers' working at public school toward the inclusion of autistic children in regular class room.

4.2 Interview data

In addition to the statistical analysis result for the purpose of triangulation of result obtained through questionnaire and to give the chance for the respondent to tell their view to what should be done in promoting more favourable teachers' attitude toward inclusions of autistic children in mainstream classes the researcher conducted semi structured interview. Interview guide was prepared in a way that addresses the specific objectives of the study. Semi-structured interview contain open-ended questions that provide qualitative data. Qualitative interviews are depth interviews because they can be used to obtain in-depth information about participant's thoughts, beliefs, knowledge, reasoning, motivations and feelings about a topic (Johnson & Christensen, 2012).

Interview was made for around nine key informants taken from the six schools (2 from Yekatit 23 leyu, 1 from Agazi-1 primary school, 2 from victory academy and one from champions academy and 2 from young roots English school, and 1 from Andnet international school purposively selected and were interviewed in there working compound where it give the chance to talk freely and friendly.

Participant A is working as an autism class coordinator at Yekatit 23 leyu.

Participant B is working at Yekatit 23 leyu as a teacher developer and vice principal.

Participant C is working at Victory academy as an assistant teacher; she had her bachelor's degree in psychology.

Participant D is working at Victory academy as a school principal.

Participant E was the special need education consultant at champions' academy she explained herself carefully in the interview and made reference to a number of teaching techniques and experiences she had while working on these students and very much advocates of inclusive classes and experienced lots of challenges with general teacher's working at the school till she maintains basic training for the school society in continual basis until having the required favourable environment though many challenges remained to be worked on.

Participant F is working at Young Root English School as a special need department advisor very much advocates of inclusion class for autistic children and believed

segregate teaching is oldies way of treating student with autism which people choose it because they didn't have the other choice.

Participant G knew and experienced a lot amount about autism while working with general and special need education teachers and now working as special need department coordinator at Young Root English School who believed that the teachers need passion and should be touched to work with this student if they don't have the heart you can't put anything on them to help the children it's better to work on a person with a good heart to equip him/her than trying the revers.

Participant H was very much experienced and educated have lots of certificates of training and updating himself and who believe that other working as a special need educators should do the same. He believed and working accordingly for special need educator would be equipped with knowledge, experience and skills to work with these children and helping general educator in all way in the process of teaching and learning. For him attitude starts when we educate and produce special need educators in our universities in only three years of period with no field exposure to work with such kids, by only teaching them theories and definitions of matters. It all starts there for somebody who isn't equipped enough expecting to have favourable attitude towards his activity is unthinkable. He is now working at Andnet International School as special need education coordinator and expert.

Finally Participant I was a school principal at Agazi number-1 school his exposure to autism was limited to his former school where he have been working as a principal their too. He was very honest in the interview and seemed eager to give his views on the subject. He believed depending on his former experience that it is better for autistic children to be thought at segregate school for there on sake and for the typical children's safety since children with autism experience communication difficulties, behaviour problems, social deficits and sensory problems. This requires speech therapy, behaviour modification, social skills training and sensory integration, which takes a lot of time to realize any meaningful progress to become functional educationally for inclusion in places where we can't provide this he explained that he has a fear that these children will bring down the academic standards of the school and the safety of the typical children will be at risk.

4.3 Interview result

Majority of the respondents are advocates of inclusive education implementation towards autistic children and the reasons behind their advocacy are;

- Because they believed it's one of human rights to have education in least restricted environment as age peers for children with disability and autistic children too.
- Because they believed that benefits of inclusion involves the academic progress of all students in the classroom, students with disabilities make significant academic, behavioural and social gains when participating in their general education classroom. Students with disabilities spend more time engaged in learning and feel more comfortable interacting with their peers when they are included in their regular classroom, students with disabilities have more positive role models to learn from when they are involved with their non-disabled peers. Another benefit of inclusion reported to provide more social acceptance and peer interaction between students with disabilities and their non -disabled peers. Participant F put it this way “ in early times of trials educating autistic children in segregate classes were a choice with no other option but still following that footsteps is approaching autism in a very old and irrelevant way since science is improving different possible and helpful ways to manage the situation”
- They believed that it is timely research or scientific based intervention most countries are using for these children.

For the second interview questions respondent's answers are generalized to this point;

- Productions of well-equipped special need educator who can mediate teaching learning process all the way round. When Participant H explains this fact and his concerns “In education failures of a student has both way implication which says that the teacher fails in his methods of educating the student and the student fails in his methods of learning so teachers needs to be equipped all way round since special education needs special need teachers who can come up with different methods of teaching depending up on individual learners need.

You know autistic children have different challenges let say some child has learning disability let say that learning disability is dyslexia which is the best known one it is a learning disorder that impedes the student's ability to read and comprehend a text so the special need teacher should be equipped enough to come up with how he/she can approach this child so that his/her learning

disability can be overcome. But are we producing such equipped special need teachers from our universities? I doubt because even from the first thing for me it's (special need) a science subject that shouldn't be given for social science students since it is after all some kind of treatment with-out a medication and the other issue is they might be educated and have the certificates but don't have any exposure it's like having a surgeon with seven years of schooling but never in his entire school time exposed to such experience and now expecting him to do one."

- Training for general teachers, staffs and administrators, awareness creation for the society at large. Participant E looks very much worried talking about this since she had lots of experience which she believed somehow changing now in her school compound but needs more work to do she said "Earlier some teachers were giving us very hard time before we gave them training and mediate experience sharing, meeting with parents of autistic children and other different issues since they don't have any knowledge and skills to work with such students they feel so much burdened to have student living with autism in their classes that feeling growth to anger and they call typical children's parent to come and impose some kind of pressure on the school to get rid of those children saying this isn't there place to learn they are taking down your children. Because they and other people it could be staffs working in the school believed before having those meetings and trainings that children living with autism shouldn't be there in the school since they have their own place as lions do in a cage student living with autism only can do in segregate classes! So giving training and do much work in awareness creation can't and shouldn't be left as unworthy thing to do."
- Appropriate diagnosis should be there for proper placement of student in their age appropriate milestone achievement, appropriate curriculum and clear policy guidelines on implementation of inclusive education should be there, enough budgeting of schools so that enabling resource is maintained and incentives and other enabling setting should be there.

Participant I said that " I am not that advocate of inclusion towards autistic children since a lot has to be done on the setting first but if inclusion must be implemented enough budgeting and enabling resource should be there since autism by itself is an expensive challenge since it needs lots of things to educate

this children and incentive should be there too because it can promote teachers attitude in a positive way because in private setting some teachers are doing the job for reasons other than their job qualification” participant B repeat the idea favouring the idea of maintaining special need class for autistic children than inclusive classes.

The third question give the respondent the chance to tell their perspective and how they believe inclusion must be implemented in school and promote positive or favourable teachers attitude they think is putted in priorities they listed it:

- Formal education of teachers in special need education towards autism intervention, basic training for general educator and other school staff too.
- Incentives
- Support from government, school society, parents of children living with autism and other typical children parent.
- Presence of support in class for general educator other than the trainings they gain professionals who can help with management of behavioural problems of children and Para-professional who can aid them in different aspects. Participant A happened to remember a former student who now went to other school while he was at her school he had behavioural challenges.

“we couldn’t able to made him even seat but in other way he drew amazing pictures which we had still in the school and said that since autistic children have limitations in verbal and nonverbal communication it is thought that their behavioural problems are arising from this limitations which they are experiencing so this means there should be someone there who can understand and try to solve things very patiently that could be assistant teacher Para-professional like psychologist or psychiatrist and the like to not over burden the general teachers.”

- Enabling resources and setting are mostly mentioned one.

CHAPTER FIVE

Discussion

This research was conducted to examine teachers' attitude toward the inclusion of students with autism within the regular education classroom. The methodology included the use of a randomly selected sample, survey questionnaires and semi structured interview questions to collect data. The sample included full-time teachers currently employed within the governmental, private local investment and private foreign investment school teachers and interview respondent who are working in different positions. This chapter includes a discussion of the findings related to four research questions and three interview questions and how the results relate to the review of the literature.

Although teachers were noted to be overall positive toward the inclusion for students with autism, many were supportive of maintaining separate classrooms that exclusively serve students with autism similarly; nearly half reported that it is necessary to remove students with autism from the regular education classroom in order to meet their educational needs.

This is consistent with (Yianni-Coudurier *et. al.*,2008) who found that the clinical characteristics of autism influenced student placement within the regular education classroom. Those teachers with students with severe levels of autism had significantly less agreement with inclusion practices related to teacher professional roles and functions and significantly less agreement with all rated items when compared to teachers with students who had moderate or multiple levels of severity. These findings are consistent with (Avramidis and Kalyva, 2007) who found that teachers rated students with more severe impairments (i.e., autistic spectrum disorders) as much more difficult to accommodate within the regular education setting.

Understanding the differences among severity levels of autism is important for school administration. Teachers respond differently to students with varying levels of autism. Teacher training might assist with understanding autism and student needs at each severity level thus providing teachers the training necessary to work with such students within their classrooms. Teachers were supportive of inclusion yet student time within the regular education settings was noted to decrease as severity of autistic symptoms and

aberrant behaviours increased. Findings from (Daane,*et. al.*,2000) noted that teachers (regular and' special education) agreed about the effects of students with disabilities on classroom management. Teachers noted increased classroom management problems when students with disabilities were placed into the regular education classroom.

As supported by the findings of (Daane, C. *et. al.*,2000) research and the present study, teacher acceptance for inclusion is evident; however, most teachers continue to support separate classrooms as an alternative to meet the educational needs of students with autism. The severity level of the autism appears to play a key role in student time within the regular education setting.

Other factors that the respondents believed would be factor for not having favourable attitude is not having training and basic knowledge about autism they stated that since the concept of inclusive education has not been well-understood thus posing challenges and opposition because some of the teachers are not trained in SNE and are reluctant to admit/implement inclusive education for children with autism are common facts and those same teachers also fear that these children will bring down the academic standards of the school and might even complain for parents of typical children to pose pressure on the school so that these children might be separately educated.

A statistically significant difference was noted when comparing regular and special education teachers' attitude by teaching position. Study that is concurrent with this result is, in Ethiopia regarding the teacher conditions, in some school, regular teachers are asked to teach special needs students without receiving any form of training as well as administrative assistance (Ethenesh, 2000; Fafchamps and Bereket, 2008) also stated that teachers are not trained to accommodate students with disabilities appropriately. Similarly, World Vision (World Vision,2007) stated that teachers have lack of special training to educate and assist children with disability. As a result, they are not in position to attend the individual problem, furthermore, study conducted by AACAEB(Hay, 2001) showed that training programs organized for teachers so far were limited in scope and had lack of continuity. Hence in conclusion because of lack of support; teachers who do not have sufficient background knowledge in special education are failed to have the required attitude toward these children (Ethenesh, 2000).

In particular, special educators had significantly more positive attitudes regarding these aspects of inclusive practices when compared with regular educators. Special education teachers report a more positive attitude toward their roles and functions related to inclusion. This is likely based on the fact that special education teachers have more

contact with students who have autism and indicated that they had more adequate and formal training than regular education teachers.

Many regular education teachers reported having a student with autism in their class yet the majority reported no formal or adequate training on autism which could be the reason for their unfavourable attitude towards inclusion. This is supported by (McGregor & Campbell, 2001) study that found both specialist and mainstream teachers who had experience in autism showed more confidence in the process of integrating autistic students. It is likely that training will have a number of benefits for teachers including improving knowledge, confidence and attitude about inclusion of autistic students.

In South Africa, substantial researches have been done on inclusive education though limited research has focused on inclusive education for children with autism. However, a study conducted by (Lomofsky and Lazarus, 2001) examined the first steps in development of inclusive education in South Africa.

The majority of the teachers surveyed in one study; Hay, Smith, Paulsen, (2001), felt unprepared and unequipped for working in inclusive classrooms. Bothma, Gravett; and Swart (2000) found South African primary teachers attitude towards inclusive education negative, results of the study suggest that neither of the sample groups perceive the South African context ready for mainstreaming of autistic students. They felt that students with Asperger's Syndrome, higher-functioning autism, could be included more successfully. However, on the premise that all autistic students were going to be included a number of changes would need to be made. These included the provision of paraprofessionals, smaller classes and a stronger emphasis on safety. Teachers would also need to receive extensive training on dealing with behavioural problems that autistic students may exhibit.

It was also noted that mainstream teachers are in need of practical exposure to autism and further training in this area. In other study (Biddles, 2006) also found that in order for teachers to provide a variety of accommodations, they need on-going professional development opportunities to develop their skills continuously. Such opportunities could include attending workshops, observing in other classrooms, reviewing research on inclusion and collaboration with colleagues to develop a successful inclusion program.

Results obtained from statistical analysis shows that there is significant difference between teacher's attitude working at governmental, private local investment and private foreign investment schools where private foreign investment school teacher have more favourable attitude than government school teacher. As it is obtained from the interview

result most of the respondents mentioned that various personnel who can offer different support services to children should be there. Which include special education teachers who offer educational support services through individualized Education Programme and remedial teaching, teacher aides who support children in activities of daily living, and while occupational therapists offer sensory integration therapy and behaviour modification therapy, and nutritionists who offer diet intervention. Other support services in the school include teachers-to-teachers support, parents becoming partners in the education of their children, and the community supporting the school. This finding concurs with (McLeskey and Waldron, 2002) findings which indicate that the most crucial factor behind positive teacher attitudes towards inclusion is that there is a support system in place which most of the respondent state as enabling environment or setting.

The other report obtained through the interview was that almost all the respondent believed that government has not playing its role in mediating this special need practice as it is expected in all way around special need education which might be the other factor for governmental school teachers not favourable attitude since there is no enabling resource and setting to work on. This idea is supported by the study conducted by Hiwot (2011) which says that the Educational and Training Policy Educational Structure No. 3.2.9 states that: "*special education and training will be provided for people with special needs*".

In the policy, the special support in education includes strategic planning, definition of priorities, objectives and responsibilities to be realized in practice. As discussed earlier, children with disability are one of the disadvantaged groups entitled to receive special needs education and training. In reality the Government is providing special needed education and training.

However, the major difficulty is its inadequacy when compared with the prevalence of the problem. For instance, Ministry of Education estimated that there are around 1.5 to 3 million children of school age in Ethiopia with special educational needs and only a small number are attending school. And in Addis Ababa out of the 688 primary schools (1-8) (MOE (2001) Abstract) only ten schools providing special need and inclusive education. This explains how the Government failed to effectively put in practice its objective of providing special education and training for these children.

The Educational Structure No. 3.9.4 reads as: "*special financial assistance will be given to those who have been deprived of educational opportunities*" In most parts of

our country children with intellectual disability are deprived of education. To address this long overdue problem, the Government has committed itself, so says the policy, to the educational needs of children with intellectual disability. Here also the practice is not compatible with what is actually stated in the policy. This is because, those ten schools in Addis Ababa with special and inclusive classes do not have special budget allocated for the special need of these children. This is an obstacle for the schools to fulfil the demands of children with intellectual disability such as, learning materials, teaching aids, and other facilities pertaining to their special needs. Furthermore, most of the students with intellectual disability have poor economic background accordingly they are not even equipped with basic learning materials such as writing pads, bag, pen, uniform, etc.

Therefore, from the sound of the policy the government committed itself to provide special financial assistance for those who have been deprived of educational opportunities. However, in reality the government fails to effectively discharge this duty by not allocating the necessary budget for schools to address these children's special needs in order to produce the required changes in the education system, MOE has developed a Special Need Education Strategy in 2006. Here, three strategic priorities were identified:

- Including SNE in national and regional education sector planning and reporting system
- Developing guidelines and provision of technical assistance to regions, and
- Strengthening the capacity of the education system. The strategy is recognized as one component of the third Education Sector Development Program ESDP III. This package has come to reality after a strong advocacy and promoting works. This strategy pays special attention to inclusive education which is one of the human rights of children with intellectual disability. Further, it provides different strategies to achieve the goals of UPE and EFA with special emphasis to inclusive education. These terms are highly related to children with intellectual disability and they are the key for realizing their right to education.

The strategy is directed to:

- *Implement the Education and training Policy, and the International Principles endorsed by the government to honour the rights of citizens to education*

- *Develop and implement guidelines for curriculum modification and support system development in schools for learners with special needs*
- *Facilitate participation of learners with special needs in technical and vocational education and other higher educational institutions*
- *Strengthen Special Need Education programs in teacher education institutions*
- *Improve supply of trained manpower and appropriate materials to schools and other learning institutions.*

The Strategy recognizes right to education, with special emphasis to special need education. One of its objectives is implementing the Education policy and international principles. However, how far these objectives are accomplished is doubtful. Because, there is still a big gap between what is stated in the policy and the actual practice. With regards to strengthening special need education programs in teacher education institutions, the practice shows that there is a little work done in this area.

For instance, in Addis Ababa in the ten schools with special and inclusive classes the number of special class teachers' in each school ranges only from 1 to 4. This indicates that there is inadequate number of trained man power in SNE. On the other hand, the strategy further aimed at improving the supply of appropriate materials to schools and other learning institutions. In this case too, it is possible to conclude that it is only implemented to the very limited extent since almost all of the ten schools are out of adequate teaching aids and learning materials that address the special needs of these children. And those scarce materials that are currently available in those schools are either donated by Non- Governmental Organizations or bought and prepared by the special class teachers themselves. However, this, as the strategy says, was the duty of the Government.

In addition, the strategy to address the strategic issues in special need education and for effective implementation of the strategy, it spot out the need to provisions of resources, inter-sectoral development, working with partners, using the available national expertise, collaboration and cooperation between the concerned ministers, governmental and nongovernmental organizations, civil societies, etc. is mandatory. This is so much true for the reason that without such cooperation it is too difficult to effectively realize right to education of children with intellectual disability in our country economic level. Hiwot (2011).

CHAPTER SIX

Summary, Conclusions and Recommendations

6.1 Summary

The main objective of this study was to assess teachers' attitude toward the inclusion of autistic children in regular class room in Addis Ababa. The study was employed at two governmental schools (Yekatit 23 leyu and Agazi-1), two private local schools (Champions academy and Victory academy) and two private foreign schools (Andnet international and Young Roots English) schools in Addis Ababa. The participants were regular, special need, other professional teachers and for the qualitative data different professional like coordinator, advisor in special need department, assistant teachers, school principal and teachers developer. From this data, the following summaries were obtained.

As the findings show teachers' had generally positive attitude toward the inclusion of autistic children in regular class room. Related to factors severity levels of autism found to have significant effect on teachers' attitude. Regarding factors related to teaching position they also found to significantly affect teachers' attitude toward the inclusion of children with autism in regular class room. In addition to this teachers' working place like being governmental, private local investment and private foreign investment school teacher did affect teachers' attitude. Finally results obtained from interview questions also support the above ideas.

6.2 Conclusions

By aiming to assess teachers' attitude toward the inclusion of autistic children in regular class room, based on the findings regarding the general teachers' attitude and factors related to teachers' attitude the following conclusions are drawn for each basic question.

- Generally teachers' had favourable attitude toward the inclusion of autistic children not denying maintaining separate class room in case of student living with autism need.
- Theseverity level of autism has significant effect on teachers' attitude in including student with autism.
- The teachers being special need educator or having formal training and education had significant effect on their attitude in having more recipient of autistic children in regular class room.

□ The teachers' working place given enabling environment and setting had significantly affect teachers' attitude toward the inclusion of autistic children in regular class room.

6.3 Recommendation

As it is discussed before implementation of special education programme for learners with disabilities within regular schools, it is important to determine the attitude of the educators and administrators towards children with disability because attitudes are the greatest barriers or the greatest assets to the development of inclusive education. Attitudes include desires, convictions, feelings, opinions, beliefs, hopes, judgments and sentiments and factors that are thought to have effect on attitude were studied also so now recommending which are believed to be the remedy will be the next step.

- There should be support system in place to reduce regular teacher exhaustion to teach autistic student with different levels of severity in their classes that include special education teachers who offer educational support services through individualized Education Programme. and remedial teaching, teacher's aides who support children in activities of daily living, and while occupational therapists offer sensory integration therapy and behaviour modification therapy, and nutritionists who offer diet intervention. Other support service includes teachers-to-teachers support, parents becoming partners in the education of their children, and the community supporting the school.
- Autism rates have consistently risen and continue to rise in Ethiopia Students with autism can present a varied array of needs within the regular school setting that must be accommodated by regular education teachers. Regular and special education teachers must be provided with adequate training to meet the needs of students with autism as well as those with other disabilities. Instructional models are also important for support which should stress collaborative planning and problem solving as a means to serve the diverse student population. Working together in inclusive support teams, classroom teachers and support specialists can use their complimentary skills and knowledge to plan, implement and evaluate the benefits of instructional practices for all students in their classes.
- Many teacher preparation programs at colleges and universities only provide minimal or none special education coursework for teachers preparing as regular education teachers. Teachers preparing to become regular education teachers are

not provided with detailed training on special education programming or the types of student disabilities that may be present within the school setting. This can cause many problems as these teachers enter the workforce and are faced with such students within their regular classrooms and are expected to provide instruction to them. Teacher preparation programs must take note of the increase of inclusion for students with disabilities within schools and prepare teachers before they enter the public or private school setting.

- Government specifically Ministry of Education should give do emphasis to strengthen Special Need Education programs in teacher education institutions so that equipped teaching professional would be produced and Improve supply of trained manpower and appropriate materials to schools and other learning institutions In addition, the strategy to address the strategic issues in special need education and for effective implementation of the strategy, it spot out the need to provisions of resources, inter-sectoral development, working with partners, using the available national expertise, collaboration and cooperation between the concerned ministers, governmental and nongovernmental organizations, civil societies, etc. is mandatory as teachers attitude towards inclusion affected by the presence of support system.
- Incentives and acknowledgment for teachers working with these students are few recommendations that are believed to remedy the gap in favouring teacher's attitude towards the inclusion of autistic children.

6.4 Future Research Recommendations

Additional research is needed to confirm the identified teacher characteristics related to the positive attitude toward the inclusion of students with autism that weren't included within the present study because of time and resource limitation. This research could be replicated with other researcher in different parts of Addis Ababa where the researcher was limited to include, different states, or on a national level to further examine the relationship between teacher attitude toward inclusion of students with autism and teacher characteristics currently identified.

The present research noted statistically significant correlations between teacher attitude and some teacher characteristics. Most notably lack of adequate and formal training on the topic of autism correlated with an increase in negative teacher attitude toward inclusive practices for students with autism. If findings were replicated by means of future research, more support for increased teacher training could be made available for school districts.

The researcher picked up what she believed is one valuable asset teacher's attitude for the inclusion of children living with autism of other potential stakeholder so further could be done on other stuff like administrator, school owner, parents of typical children, typical students who are going to sit together with these children, parents of autistic children and so on...

Further research could be done on how to promote special need education institutes to further equipped the teachers so that they can be very helpful in teaching and learning process of student with disability. And also how do we change regular teacher attitude and skill so that they can be more valuable and effective in teaching student with disability is it by including special need education in their university course or how?

At last but not least should special need education be included as a subject starting from primary class or not? since attitude change or favourable attitude does need knowledge, exposure and skill as we seen in the present study it might be very helpful if everyone knows from the start how he/she should live, act and treat students with disability from the start.

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APPENDIX 1: ATTITUDE TOWARD INCLUSION SCALE QUESTIONNAIRE

INSTRUMENT INCLUDING DEMOGRAPHIC QUESTIONNAIRE AND TEACHER ATTITUDE TOWARD INCLUSION SCALE (TA TIS)

Teacher Attitudes Toward Inclusion Scale (TATIS)

Directions: The purpose of this confidential survey is to obtain an accurate and valid appraisal of your perceptions of the inclusion of students with autism in regular classrooms. It also contains questions pertaining to your beliefs about professional roles, attitudes toward collegiality, and perceptions of the efficacy of inclusion (i.e., whether or not you believe that inclusion can succeed). There are no "right" or "wrong" answers to these items, so please respond candidly.

Inclusion: For the purposes of this survey, inclusion is defined as the integration of students with autism into regular classrooms part or all of the school day.

Section I: Respondent Information

1. What is your current teaching position?
 - Regular Education Teacher
 - Special Education Teacher
 - Resource/Self-Contained
 - Collaboration
2. What is your gender?
 - Male
 - Female
3. What is your degree status?
 - certificates
 - diploma
 - Bachelor's degree
 - Others
4. How many years of teaching experience do you have?
 - 1-5 years
 - 6-10 years
 - 11-15 years
 - 16-20 years
 - 21 years or more
5. What grade level are you currently teaching?
 - Elementary
 - Middle
 - High
6. What is your age?
 - 20-29 years

- 30-39 years
- 40-49 years
- 50-59 years
- 60+ years

7. Do you hold National Board Certification?

- Yes
- No

8. Do you have a close family member (e.g. child, sibling or parent) who has autism?

- Yes
- No

9. Are you personally acquainted with a person who has autism (not a close family member or student)?

- Yes
- No

10. Describe your frequency of contact on average with a person who has autism (not a student)?

- Daily
- Weekly
- Monthly
- Very Rarely
- Never (Not Applicable)

II. Do you have or have you had a student with autism in your class?

- Yes
- No

12. If you answered "Yes" to question 11, how would you describe the severity level of autism in that student?

- Mild
- Moderate
- Severe
- I've had multiple students at multiple severity levels

13. Do you feel adequately trained to teach students who have autism?

- Yes
- no

14. Do you have formal training in autism beyond the basics (basics = overview of definition or characteristics of autism)

- Yes
- no

APPENDIX 2: TEACHER ATTITUDE TOWARD INCLUSION SCALE QUESTIONNAIRE

Teacher Attitude Toward Inclusion Scale (T A TIS)

Section 2: T A TIS Survey

Use the following scale for all items:

1 = Disagree Very Strongly (DVS), 2 = Strongly Disagree (SD), 3 = Disagree (D), 4 = Neither Agree nor

Disagree (NAD), 5 = Agree (A), 6 = Strongly Agree (SA), 7 = Agree Very Strongly (AVS)

1. All students with autism should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.
2. It is seldom necessary to remove students with autism from regular classrooms in order to meet their educational needs.
3. Most or all separate classrooms that exclusively serve students with autism should be eliminated.
4. Most or all regular classrooms can be modified to meet the needs of students with autism.
5. Students with autism can be more effectively educated in regular classrooms as opposed to special education classrooms.
6. Inclusion is a more efficient model for educating students with autism because it reduces transition time (i.e. the time required to move from one setting to another).
7. Students with autism should not be taught in regular classes with non-disabled students because they will require too much of the teacher's time.
8. I have doubts about the effectiveness of including students with autism in regular classrooms because they often lack the academic skills necessary for success.
9. I have doubts about the effectiveness of including students with autism in regular classrooms because they often lack the social skills necessary for success.
10. I find that general education teachers often do not succeed with students with autism, even when they try their best.
11. I would welcome the opportunity to team-teach as a model for meeting the needs of students with autism in regular classrooms.
12. All students benefit from team teaching; that is, the pairing of a general and a special education teacher in the same classroom.
13. The responsibility for educating students with autism in regular classrooms should be shared between general and special education teachers.
14. I would welcome the opportunity to participate in a consultant teacher model (i.e. regular collaborative meetings between special and general education teachers to share ideas, methods and materials) as a means of addressing the needs of students with autism in regular classrooms.

APPENDIX 3: INTERVIEW GUIDE FOR TEACHERS QUESTIONNAIRE

Interview guide for teachers

- 1.** Do you think that children living with autism should be learned in inclusive or segregate classes why?
- 2.** How do you think we can achieve effective inclusive education programs for children living with autism?
- 3.** What do you think affects teachers to have favourable attitude towards the inclusion of autistic children in mainstream classes?

APPENDIX 4: AMHARIC VERSION OF TEACHERS QUESTIONNAIRE

1

TRANSLATED AND BACK TRANSLATED AND CONTEXUALIZED QUESTIONS

Questionnaire for measuring teacher's attitude towards inclusive education

Direction: The purpose of this confidential study is to know your reliable and valid perception on teachers' attitude towards the inclusion of children with autism in regular class rooms. Additionally, this questionnaire contains questions regarding the roles of education professionals, the cooperation between colleagues and the successfulness of inclusive education. There is no correct or incorrect response to these questions. Therefore, please give honest and precise answers to the question. For the purpose of this study, inclusive education has been defined as teaching children with autism by putting fully or partially in regular classes

Part 1: Respondent's profile

1. In what setting are you teaching now?
 - A. Teacher in a Regular class
 - B. Teacher in a special needs class in a regular school
 - C. Teacher in a special needs class in a special needs school
 - D. Associate/Assistant teacher

2. Gender
 - a. Female
 - b. Male

3. Education Level
 - a. Certificate
 - b. Diploma
 - c. Degree
 - d. Others

4. What's your year of experience?
 - a. 1 - 5 years
 - b. 6 – 10 years
 - c. 11- 15 years
 - d. 16 years and above

5. What grade are you teaching now?
 - a. Pre-KG
 - b. KG
 - c. Primary or elementary school

6. Age
 - a. 20-29 yrs
 - b. 30-39 yrs
 - c. 40-49 yrs
 - d. 50 years and above

7. Do you have a close family member living with autism?
 - a. Yes
 - b. No

8. Do you know a child with autism even though he/she is not a family member or a student?
 - a. Yes
 - b. No

9. How frequently do you face/deal/meet with a child with autism, not including your student?
 - a. Daily
 - b. Weekly
 - c. Monthly
 - d. Sometimes
 - e. Never

10. Do you have a student with autism in your class?
 - a. Yes
 - b. No

11. If your response to Q#10 is yes, describe his/her level autism?
 - a. mild
 - b. Moderate
 - c. Sever
 - d. I had different students at different level of autism

12. Do you believe you have enough training for educating children with autism?
 - a. Yes
 - b. No

13. Do you have any training other than basic knowledge of autism and its symptoms?
 - a. Yes
 - b. No

14. Pay grade
 - a. 1 thousand – 2 thousand
 - b. 3 thousand – 4 thousand

- c. 5 thousand – 6 thousand
 - d. 7 thousand and above
15. Where are you teaching?
- a. Government Schools
 - b. Private Schools
 - c. International Schools (based in Addis Ababa)

APPENDIX 5: ENGLISH VERSION OF TEACHERS QUESTIONNAIRE 2

Part 2: Please use the below measuring scales to respond to the following questions measuring attitude of teachers regarding inclusive education.

1. Extremely Disagree
 2. Strongly Disagree
 3. Disagree
 4. Neutral
 5. Agree
 6. Strongly Agree
 7. Extremely agree
-
1. Children with autism need to be educated along with regular children fully as much as possible
 2. Separating children with autism from regular education to fulfil their needs is completely unnecessary.
 3. All or almost all regular classes can be made to accommodate children with autism.
 4. Students with autism have better benefits from learning in regular classes than special needs classes.
 5. Children with autism should not be included with regular children because it requires more time to accommodate them.
 6. I don't believe they will be productive in regular class since they have understanding and comprehension of academic skill limitation.
 7. I don't believe it will be successful for children with autism having a limitation of social norms and understanding to be included in regular classes.
 8. I don't believe Regular class teachers will be successful in teaching children with autism even if they make the most effort.
 9. If given the opportunity, I have the desire to fulfil the needs of children of autism by group education method.
 10. I believe all kinds of students can benefit from group education method (i.e. regular teachers working with special needs teachers teaching in the same classroom)
 11. The responsibility of teaching children with autism in regular classes should be taken by both special needs teachers and regular education teachers.
 12. Due to the nature of children with autism in terms of behaviour, social norms and activities, no amount of modification of regular classes would bring a change to them therefore, they must keep being educated only in a special needs school.

APPENDIX 6: AMHARIC VERSION OF TEACHERS QUESTIONNAIRE 1

አዱስአበበደኒበርሲቲ

የትምህርት-ፋካሌቲናእናየባህሪጥናትኮላጅ

ስለአካቶትምህርትየመምህራንንአመለካከትመለኪያመጠይቅ

አቅጣጫ:- የዚህ ሚስጥራዊ ጥናት አላማ የመምህራንን እውነተኛና ትክክለኛ የሆነ ክላሲካል ጋር የሚኖሩ ልጆችን በመደበኛ የትምህርት ክፍል አካቶ ስለማስተማር ያላቸውን አመለካከት ለማወቅ የሚደረግ ነው።

በዚህ መጠይቅ ላይ በተጨማሪም ስለትምህርት ባለሙያዎችሚና፣ በስራ ባልደረባዎች መሀል ሊኖር ስለሚገባ ትብብር እና ስለአካቶ ትምህርት ውጤታማነት ያለንን አመለካከት ለማወቅ ጥረት ያደርጋል።

ለዚህ መጠይቅ ምንም አይነት ምላሽ ትክክል ወይም ስህተት ተብሎ አይፈረጅም ስለዚህ በታች ለአቅም እውነተኛና ትክክለኛ ምላሽ በመስጠት ይተባበሩ።

አካቶ ትምህርት ለዚህ ጥናት አላማ ሲባል ክላሲካል ጋር የሚኖሩ ልጆችን በሙሉ ወይም በከፊል በመደበኛ ክፍል ውስጥ አድርጎ ማስተማር በሚል ተተርጉሟል።

ክፍል አንድ:- የመላሾች መረጃ

1. አሁን በምን አይነት ሁኔታ ነው እያስተማርሽ/ክ ያለሽው/ሽው?

- በመደበኛ ትምህርት መምህርነት
- በመደበኛ ት/ቤት በልዩ ፍላጎት መምህርነት
- በልዩ ፍላጎት ት/ቤት በልዩ ፍላጎት መምህርነት
- በተባባሪ መምህርነት

2. ፆታ

- ሴት
- ወንድ

3. የትምህርት ደረጃ

- ሰርተፍኬት
- ዲፕሎማ
- ዲግሪ
- ሌሎች

4. የስራ ልምድ

- 1 - 5 ዓመታት
- 6 - 10 ዓመታት
- 11 - 15 ዓመታት
- 16 ዓመትና ከዛ በላይ

5. የሚያስተምሩበት የክፍል ደረጃ

- ቅድመ መዋለ ህፃናት (Pre- KG)
- መዋለ ህፃናት (KG)
- የመጀመሪያ ደረጃ (primary or elementary)

6. እድሜ

- ከ20 - 29 ዓመት
- ከ30 - 39 ዓመት
- ከ40 — 49 ዓመት
- ከ50 ዓመት ከዚያ በላይ

7. ከኦቲዝም ጋር የሚኖር የቅርብ ቤተሰብ (ልጅ፣ ዘመድ) አለሽ/ህ?

- አለኝ
- የለኝም

8. የቅርብ ቤተሰብ ወይም ተማሪ ባይሆንም ከኦቲዝም ጋር ከሚኖር ልጅ ጋር ትውውቅ አለሽ/ህ?

- አለኝ
- የለኝም

9. ከኦቲዝም ጋር ከሚኖር ልጅ ጋር በምን ያህል ጊዜ ትገናኛለሽ/ህ?

- በየቀኑ
- ወር
- በፍፁም
- በሳምንት
- አንዳንዴ

10. በክፍልሽ/ህ ውስጥ ከኦቲዝም ጋር የሚኖር ተማሪ አለሽ/ህ?

- አለ
- የለም

11. ለጥያቄ ቁጥር 10 መልስሽ/ህ አዎን ከሆነ ያለበትን የኦቲዝም ጉዳት ደረጃ ግለጫ/ፅ?

- በመጠኑ
- መካከለኛ
- ከፍተኛ
- የተለያዩ ከኦቲዝም ጋር የሚኖሩና የተለያዩ የጉዳት መጠን ያላቸው ልጆች ነበር የነበሩኝ?

12. ከኦቲዝም ጋር የሚኖሩ ልጆችን ለማስተር የሚያስችል በቂ ስልጠናና ትምህርት አለኝ ብለሽ/ህ ታስቢያለሽ/ህ?

- አስባለሁ
- አላስብም

13. ከመሰረታዊ ኦቲዝም ምን እንደሆነና የሚያሳያቸውን ባህሪያት ከማወቅ ውጪ መደበኛ የሆነ ትምህርትና ስልጠና አለሽ/ህ?

- አለኝ
- የለኝም

14. የደሞዝ ሁኔታ

- ከ1ሺ. - 2ሺ.
- ከ3ሺ. - 4ሺ.
- ከ5ሺ. - 6ሺ.
- 7ሺ. እና ከዚያ በላይ

15. የምታስተምሩበት/ቤት

- የመንግስት ት/ቤት
- የግል ት/ቤት
- አለምአቀፍ ት/ቤት (መቀመጫውን አ.አ ያደረገ)

APPENDIX 7: AMHARIC VERSION OF TEACHERS QUESTIONNAIRE 2

አዱስ አበባ ዩኒቨርሲቲ
የትምህርት ፋካሌቲና እና የባህሪ ጥናት ኮላጅ
ክፍል ሁለት፡- በአካቶ ትምህርት የመምህራን አመለካከት መለኪያ መጠይቅ

ለተዘረዘሩት መጠይቆች ቀጣዩን የልኬት ደረጃዎች ይጠቀሙ፡

1. እጅግ በጣም አልስማማም
2. በጣም አልስማማም
3. አልስማማም
4. ሃሳብ መስጠት አልፏልግም
5. እስማማለሁ
6. በጣም እስማማለሁ
7. እጅግ በጣም እስማማለሁ

ተ.ቁ

ጥያቄ

- 1 በተቻለ መጠን ሙሉ ሙሉ ከአቲዝም ጋር የሚኖሩ ህፃናት መማር ያለባቸው ከመደበኛ ልጆች ጋር አብረው ነው።
- 2 ከአቲዝም ጋር የሚኖሩ ልጆች ንጥል ስራ ላይ ለማሟላት በሚሰጡት መደበኛ ልጆች ነጥሎች ላይ ተማርቀው ለመማር ስራ ላይ አይደለም።
- 3 አብዛኛው ወይም ሁሉም መደበኛ ክፍሎች ከአቲዝም ጋር ለሚኖሩ ልጆች በሚመዘኑት መስተካከል ይችላሉ።
- 4 ከአቲዝም ጋር የሚኖሩ ተማሪዎች ከልዩ ፍላጎት ይልቅ በመደበኛ ክፍሎች ይበልጥ ተጠቃሚ ይሆናሉ።
- 5 ከአቲዝም ጋር የሚኖሩ ልጆች ከመደበኛ ተማሪዎች ጋር ተካተው መማር ያለባቸው ምንም እንኳን ስራ ላይ ለማስኬድ መምህራኖቹ ተጠቃሚ ይሆናሉ።
- 6 ከአቲዝም ጋር የሚኖሩ ልጆች የግንዛቤ (የመረዳት) ክፍተት ስላለባቸው ተካተው መማራቸው ወይም ተጠቃሚ ይሆናሉ።
- 7 ከአቲዝም ጋር የሚኖሩ ልጆች የማህበራዊና የተግባራዊ ክፍተት ስላለባቸው ተካተው መማራቸው ወይም ተጠቃሚ ይሆናሉ።
- 8 የመደበኛ ትምህርት መምህራን ምንም እንኳን ስራ ላይ ለማስኬድ ከአቲዝም ጋር የሚኖሩ ልጆች ንጥል ስራ ላይ ተማርቀው ለመማር ወይም ተጠቃሚ ይሆናሉ።
- 9 እድሉ ንካገኘሁ በቡድን ሆኖ በማስተማር ዘዴ በመጠቀም ከአቲዝም ጋር የሚኖሩ ልጆች ንጥል ስራ ላይ ተማርቀው ለማስኬድ አይችሉም።
- 10 ሁሉም አይነት ተማሪዎች በቡድን ሆኖ በማስተማር ዘዴ ተጠቃሚ ይሆናሉ።
- 11 ከአቲዝም ጋር የሚኖሩ ልጆች ንጥል ስራ ላይ ተማርቀው ለመማር ኃላፊነት በመደበኛ ትምህርት መምህራንና በልዩ ፍላጎት ትምህርት መምህራን ላይ ይከፈላል።
- 12 ከአቲዝም ጋር የሚኖሩ ልጆች ለባቸው የባህሪ ፣ የማህበራዊና የተግባራዊ ጥያቄዎች ላይ ለመደበኛ ክፍል ምንም አይነት ማስተካከያ ያደረግዋል።

