

Review article

Primljeno 14.3.2021, prihvaćeno za objavljivanje 8.7.2021.

Esmeralda Sunko, PhD

Faculty of Philosophy, University of Split,
esunko@ffst.hr

Ivana Batarelo Kokić, PhD

Faculty of Philosophy, University of Split,
batarelo@ffst.hr

Nataša Vlah, PhD

Faculty of Teacher Education, University of Rijeka
natasa.vlah@uniri.hr

**TEACHERS' INCLUSIVE BELIEFS AND TEACHING
PRACTICES IN WORK WITH STUDENTS WITH
SOME INATTENTIVE SYMPTOMS ASSOCIATED
WITH ADHD**

Summary

This study aims to analyze and compare teaching practices in an inclusive setting. The study focuses on teachers' self-evaluated teaching practices with students with seven or more predominantly inattentive symptoms associated with ADHD, depending on their beliefs about the values of inclusive education and some demographic factors. The results are situated in the context of current literature on inclusive education practices, teacher attitudes towards students with predominantly inattentive symptoms associated with ADHD and teaching practices/classroom strategies for work with them. The questionnaire was administered to 660 teachers from 13 Croatian counties. The participating teachers were asked to complete a standardized questionnaire, including a demographic questionnaire and two scales: Teaching practices self-evaluation scale – TPSE (Vlah & Grbić, 2017) and Teachers' beliefs about the values of inclusive education scale – TBIES (Skočić Mihić, Gabrić & Bošković, 2016). In an attempt to answer the research question on the relation between teachers' self-reported teaching practices used in work with students with some inattentive symptoms associated with ADHD, place of residence, and school size, classroom versus subject teaching,

teacher education level, work experience and beliefs about the values of inclusive education, we used both a correlation and a hierarchical regression analysis. The results indicated a correlation between teachers' self-evaluated teaching practices described by three indices (student praise and supportive communication; adjustments to assessment for students; and comprehensive approach to inclusion of students with special needs), teacher education level, and classroom/subject teaching, which also related to teachers' value of inclusive education. Next, we explored the relationships among the investigated variables in more detail using a hierarchical regression analysis in which different indices of teachers' self-evaluated teaching practices served as the criterion. In the proposed model inclusive beliefs were revealed as significant predictors of teaching practices. These results extend previous research. Implications for teacher education are discussed and suggestions are made for future research.

Keywords: inclusive education beliefs, teaching practices, students with ADHD, predominantly inattentive type.

INTRODUCTION

Research on inclusive education in the Republic of Croatia reveals unmet needs of teachers for quality and transparent programs, which include mandatory developmentally appropriate teaching practices in schools during formal and lifelong education (Batarelo Kokić, Vukelić & Ljubić, 2009; Kranjčec Mlinarić, Žic Ralić & Lisak, 2016; Romstein, 2011). Relevant studies highlight insufficient cooperation with parents of students with disabilities and with the professional team, and insufficient knowledge about shaping a positive classroom atmosphere by strengthening the social skills of all students (Skočić Mihić, Gabrić & Bošković, 2016; Nikčević-Milković, Jurković & Durdov, 2019). In order to implement quality inclusive pedagogical practice, it is necessary to ensure a high level of guidance, numerous possibilities of didactic structuring of content (Bouillet, 2013), and the possibility of assessment by various multimedia programs (Vlah, Sekušak Galešev & Skočić Mihić, 2018). Therefore, by analyzing and comparing teaching practices in an inclusive environment, this research will help identify perceptions of inclusive educational

practices and ways of their implementation in primary schools towards students with symptoms of inattention.

Teachers' inclusive beliefs

Considering inclusive teacher beliefs about education, they start from values defined as feelings-related beliefs, relate to desirable goals that motivate action, transcend specific actions and situations, and serve as standards for evaluating actions, policies, people, and events (Schwartz & Cieciuch, 2016). Teachers believe that inclusive education processes have a direct and close connection with their practical teaching experiences, classroom engagement and general well-being (OECD, 2013), and that the shaping of teachers' professional behavior is largely influenced by values, attitudes and self-perceptions (Bussing, Gary, Leon, Garvan & Reid, 2002). In the context of inclusive education chosen by the Republic of Croatia by accepting the Convention on the Rights of the Child (UNICEF, 1990), inclusive values are based on equality and non-discrimination, enabling development, participation in the best interests of children. The analysis of Croatian national legal documents shows a strong presence of inclusive values on children's rights, but also a lack of aspects of the implementation of inclusive values at the level of educational institutions (Batarelo Kokić, Podrug & Mandarić Vukušić, 2019; Sunko, 2018; Vican & Karamatić Brčić, 2013).

Although the concept of inclusive education implies the development of forms of support systems that meet the educational needs of its current students with disabilities (Ivančić & Stančić, 2013), research shows insufficient teacher education for the practical implementation of support and teaching students with disabilities (Kudek, Mirošević, Jurčević & Lozančić, 2014; Skočić Mihić et al., 2016), insufficient support of professional services and other experts (Nikčević-Milković et al., 2019), and insufficient material and didactic equipment in schools (Karamatić-Brčić & Viljac, 2019; Nikčević-Milković & Jurković, 2017).

Students with predominantly inattentive symptoms associated with ADHD

The prevalence of ADHD in primary school students in Croatia is 0.95%, which is significantly lower compared to world data of 5-10% (Seušak-Galešev, Frey Škrinjar & Masnjak, 2015). It can be assumed that the cause of low assessment of students with inattentive symptoms and hyperactive disorder by teachers is present precisely because of negative attitudes of the environment, which favors poor development of children's self-esteem and negative self-image (Bartolac, 2013; Stepanović, 2019; Sunko & Lujan, 2011). By often ignoring the behaviour of such students, the problems of achieving effective teaching become more complex and difficult for teachers and students (Tegetmeyer, 2019), while more cognition reduces stigma and encourages positive attitudes toward students who show symptoms of attention deficit (Toye, Wilson & Wardle, 2019). Social exclusion diminishes the possibilities of developing the creative potential of positive personality traits and abilities of these students.

Inclusive teaching practices

Praise and supportive communication affect the high social recognition of students with ADHD; have a positive effect on the self-confidence of students and teachers (Kalis, Vannest & Parker, 2007). Effective verbal and nonverbal approaches include voice control, short phrases, and repetition of instructions, the use of the student's name, as well as a combined use of visual and verbal instructions (Greenwood, 2020). The use of positive strategies and praise provides more time for learning, less time is needed to manage behavior and classroom discipline, and relationships among students in the classroom environment improve (Geng, 2011).

Assessment Adjustments for Students is a set of procedures that determine the quality and quantity of educational and upbringing goods of students: knowledge, abilities, skills, habits, attitudes, values. *A multi-tiered formative assessment* is a systematic process for examining and evaluating the benefits of individual teaching and monitoring curriculum adjustments to help teachers support effective student teaching and learning. Reddy,

Dudek, and Shernoff (2016) consider evaluations to be a key element in education, with adjustments to the evaluation process related to the adaptation of test materials, tools, and methods, which consequently contributes to a community's culture and its value system.

Student diversity in schools requires an overall approach to inclusion, which must be tailored to the abilities and interests of all students, including the presentation of information and subject content in different formats using different media while providing options that encourage collaboration and communication. The diversity of students points to the need to plan and implement educational processes based on the principles of *universal design*. The universal design of educational materials is based on adaptive curricular activities that allow flexible and alternative options built into the "instruction design and operating system of educational materials, not added to previously created materials" (Batarelo, 2005, p.68), meaning that environment and teaching programs should be designed in such a way to be usable by students of different abilities. By self-regulating student behavior, the effectiveness of universal design also increases. Consistent implementation of overall (universally) designed approaches to support positive behavior facilitates the achievement of inclusive upbringing and education values in a normal classroom environment, even in cases with more pronounced behavioral disorders and attention deficit (Karhu, Närhi & Savolainen, 2018).

AIM AND RESEARCH QUESTION

This research aims to analyze and compare teaching practices in an inclusive setting. The implementation of an inclusive education model depends largely on the capacity of teachers to cope with challenges. The study focuses on teachers' self-evaluated teaching practices with students with 7 or more characteristics of predominantly inattentive symptoms associated with ADHD depending on their beliefs about the values of inclusive education and some demographic factors.

In an attempt to answer the research question on the relation between teachers' self-reported teaching practices used in work with students with some inattentive symptoms associated with

ADHD, place of residence and school size, classroom vs. subject teaching, teacher education level, work experience and beliefs about the values of inclusive education, we used both a correlation and a hierarchical regression analysis.

Specifically, the aims of this research are:

1) to determine teachers' self-evaluated level of use of three teaching practices (Student praise and supportive communication, Assessment adjustments for students, Comprehensive approach to inclusion of students with special needs) in an inclusive setting with students with some inattentive symptoms associated with ADHD;

(2) to analyze the correlation between three teaching practices (Student praise and supportive communication, Assessment adjustments for students, Comprehensive approach to inclusion of students with special needs), inclusive beliefs and some teachers' characteristics (gender, years of service, classroom/subject teaching, teacher education level); and

(3) to analyze the possibility of prediction of three teaching practices (Student praise and supportive communication, Assessment adjustments for students, Comprehensive approach to inclusion of students with special needs) in regards to inclusive beliefs and some teachers' characteristics (gender, years of service, classroom/subject teaching, teacher education level).

METHODS

Participants and recruitment

The questionnaire was administered to 660 teachers from 13 Croatian counties. This research included one third of students with diagnoses (ADHD) and two third undiagnosed, in which their teachers noticed and recognized at least 7 predominantly inattentive symptoms associated with ADHD as listed in DSM-5 (APA, 2014). This subsample of teachers, represents 5% of total sample and includes 660 teachers from 13 Croatian counties. The sample is balanced in regards to the size of residential place, type of teaching engagement (classroom or subject teaching) and years of service. Sorted by residential place size, 27.4% of the participants are from cities with less than 5,000 inhabitants, 39.4% are from cities with

more than 5,000 but less than 50,000 inhabitants, and 33.2% are from cities with more than 50,000 inhabitants. The percentage of teachers from the sample who were teaching in schools with less than 500 students was 51% and 49% of them were teaching in schools with more than 500 students. Out of the 660 teachers 56.6% were engaged in classroom and 43.4% in subject teaching. With regards to the teachers' years of service, 27% have been working between 1 and 10 years, 25% have been working between 11 and 19 years, 28.7% have been working between 20 and 29 years, and 19.1% of teachers have been working for 30 and more years.

Data Collection

From a total of 660 primary-school teachers who were asked whether they believed that any of their students were having symptoms of behavioral difficulties and severe attention deficit, 120 responded that they did not believe that any student were having symptoms of ADHD. Therefore, questionnaires were distributed and 420 were returned yielding a response rate of 84%. In the conducted research, teachers from 125 primary schools in Croatia (N = 1026; from 23 to 65 years; Mage = 43; SD = 9.38; 14.50% men) voluntarily assessed students and their insufficient attention during classes, breaks, leisure activities, etc. (N = 1383; from 7 to 15 years; Mage = 11; 13% of girls). On average, each elementary teacher in their class recognized 1.35 students with attention deficit. Representation by grades from the 1st to the 8th grade was even in all counties. In the subsample, out of 1383 students with behavioral difficulties, 660 students (aged 7 to 15 years; Mage = 10.5; 12% of girls) with at least 7 of at most 9 symptoms of inattention were ultimately assessed. With the above subsample, all further analyses are set.

Instruments and methods

Participating teachers were asked to complete a standardized questionnaire including demographic questionnaire and two scales: *Teaching practices self-evaluation scale – TPSE* Vlah and Grbić (2017) and *Teachers' beliefs about the values of inclusive education scale – TBIES* (Skočić Mihić et al., 2016). A

demographic questionnaire was used to collect information regarding size of residential place, school size, and type of teaching engagement (classroom or subject teaching), teacher education level and years of service.

The TPSE by Vlah and Grbić (2018) is a 24-item instrument which includes three subscales: *Student praise and supportive communication* (e.g., “It is often unpleasant for me to think about myself”), *Assessment adjustments for students* (e.g., “I am a capable person”) and *Comprehensive approach to inclusion of students with special needs* (e.g., “I am a capable person”). Participants rate each item on a 7-point Likert scale ranging from 0 (never) to 6 (always). Higher subscale scores reflect a higher degree of use of particular teaching practice. In the current study, the Cronbach’s alpha was .842 for the *Student praise and supportive communication* subscale, .808 for *Assessment adjustments for students*, and .77 for the *Comprehensive approach to inclusion of students with special needs* subscale.

Teachers’ Beliefs about the values of Inclusive Education Scale (TBIES) by Skočić Mihić et al. (2016) is an instrument designed to assess teachers’ beliefs regarding the inclusion of students with special educational needs in regular classrooms. A translated and adjusted *TBIES* scale consists of 10 items (e.g., “Students with attention and concentration difficulties in regular classes do not differ from other students.”) that depict various elements of functioning of students with predominantly inattentive symptoms associated with ADHD in regular classrooms. Participants rate their beliefs about the inclusive education values using a 5-point Likert-type scale indicating level of agreement ranging from 1 (strongly disagree) to 5 (strongly agree). In the current research, a factorial analysis resulted with one-dimensional scale and the Cronbach’s alpha for this scale was .914.

RESULTS AND DISCUSSION

The whole sample was analyzed in order to check the normality of distribution needed for the regression analyses procedure (Table 1). The results for the tested variables showed that skewness ranged between -2.637 and $.074$. The values of

kurtosis ranged between -1.934 and 7.60 . The assigned values were: (0) for male gender and (1) for female; (1) for subject teaching and (2) for classroom teaching; and (1) for participants with 2-year degree and (2) for participants with 4- or 5-year degree.

Table 1
Descriptive statistics for the Tested Variables

Research variables	N	Min	Max	M	SD	Skewness	Kurtosis
1. Gender	657	0	1	0.90	.303	-2.637	4.966
2. Years of service	607	1	4	2.40	1.080	.074	-1.276
3. Classroom/Subject Teaching	611	1	2	1.57	.496	-.268	-1.934
4. Teachers' Education Level	655	1	2	1.69	.465	-.801	-1.363
6. Teachers' Inclusive Beliefs	660	0	32	22.65	5.949	-.541	.612
7. Student Praise and Supportive Communication	660	0	48	41.03	6.256	-1.883	7.600
8. Adjustments to assessment for students	660	0	46	22.40	9.764	-.148	-.586
9. Comprehensive approach to inclusion of students with special needs	660	0	42	30.19	7.322	-.818	1.245

In order to determine teachers' self-evaluated level of use of three aforementioned teaching practices in an inclusive setting with students with some inattentive symptoms associated with ADHD, we used both descriptive statistics and parametric and non-parametric inference tests.

Furthermore, we used a t-test in order to determine the significance of differences between classroom and subject teachers in the use of particular teaching practices. The 346 classroom teachers who participated in this survey ($M = 41.80$, $SD = 6.49$) compared to the 265 subject teachers ($M = 40.00$, $SD = 5.81$) demonstrated a significantly higher use of Student praise and supportive communication, $t(609) = -3.558$, $p = .000$.

The classroom teachers ($M = 23.13$, $SD = 9.54$) compared to the subject teachers ($M = 21.05$, $SD = 10.06$) demonstrated a

significantly higher use of *Assessment adjustments for students*, $t(609) = -2.612$, $p = .009$. Also, the classroom teachers ($M = 32.32$, $SD = 6.41$) compared to the subject teachers ($M = 27.18$, $SD = 7.6$) demonstrated a significantly higher use of *Comprehensive approach to inclusion of students with special needs*, $t(513) = -8.817$, $p = .000$.

Furthermore, a t-test was used to determine the significance of differences in the use of particular teaching practices between teachers with different level of education. There was no significant difference in the use of *Student praise and supportive communication*, $t(653) = -0.553$, $p = .594$, between 206 teachers with a two-year degree ($M = 40.89$, $SD = 7.33$) compared to 449 teachers with a four- or five-year degree ($M = 41.17$, $SD = 5.62$). There was no significant difference in *Assessment adjustments for students*, $t(653) = 1.551$, $p = .121$, between the teachers with a two-year degree ($M = 23.31$, $SD = 9.31$) compared to the teachers with a four- or five-year degree ($M = 22.03$, $SD = 9.97$). The teachers with a two-year degree ($M = 31.63$, $SD = 7.16$) compared to the teachers with a four- or five-year degree ($M = 29.60$, $SD = 7.32$) demonstrated a significantly higher use of *Comprehensive approach to inclusion of students with special needs*, $t(405) = 3.343$, $p = .001$.

According to the results of scattering (kurtosis) and asymmetry (skewness), high and negative scattering indicates that most teachers' responses are concentrated on higher and highest values, i.e., that most teachers in our sample often or always praise and encourage students with symptoms of inattention. We used a nonparametric Mann–Whitney U test to determine the significance of differences between male and female teachers in the use of particular teaching practices. The use of *Student praise and supportive communication* among the female teachers ($Mdn = 42$) was higher than among the male teachers ($Mdn = 41$). However, a Mann-Whitney test indicated that this difference was not statistically significant, $U(N_{male} = 67, N_{female} = 590) = 17748.00$, $z = -1.374$, $p > .005$. The use of *Assessment adjustments for students* among the female teachers ($Mdn = 23$) was higher than among the male teachers ($Mdn = 20$). A Mann-Whitney test indicated that this difference was not statistically significant, $U(N_{male} = 67, N_{female} = 590) = 16882.50$, $z = -1.959$, $p > .005$. The use of

Comprehensive approach to inclusion of students with special needs among the female teachers (Mdn=31.50) was higher than among the male teachers (Mdn=26). A Mann-Whitney test indicated that this difference was statistically significant, $U(N_{\text{male}}=67, N_{\text{female}}=590)=14752.00, z=-3.409, p<.001$.

A correlation analysis was the second step in investigating the relationships among the explored variables. The results (Table 2) indicated a correlation between teachers' self-evaluated teaching practices described by three indexes (*Student praise and supportive communication; Assessment adjustments for students; and Comprehensive approach to inclusion of students with special needs*), teachers' demographics (gender, years of service, classroom/subject teaching, and teacher education level) which also related to the teachers' value of inclusive education.

Table 2
Correlation Matrix for the Tested Variables

Variables	1	2	3	4	5	6	7	8
1.	-	,062	,249**	-,153**	,008	,031	,072	,133**
2.		-	,334**	-,551**	,068	-,057	,078	,079
3.			-	-,458**	,236**	,143**	,105**	,345**
4.				-	-,107**	,021	-,061	-,129**
5.					-	,202**	,263**	,248**
6.						-	,345**	,532**
7.							-	,354**
8.								-

** $p < .01$. * $p < .05$.

LEGEND

1. Gender	6. Student Praise and Supportive Communication
2. Years of Service	7. Adjustments to assessment for students
3. Classroom/Subject Teaching	8. Comprehensive approach to inclusion of students with special needs
4. Teachers' Education Level	
5. Teachers' Inclusive Beliefs	

Furthermore, we explored the relationships among the investigated variables in more detail using a series of hierarchical regression analyses, in which different indexes of teachers' self-evaluated teaching practices served as the criterion.

In the first hierarchical regression analysis we used *Student praise and supportive communication* as the criterion. In the first

step, gender, years of service and two indexes of teachers' demographics, classroom/subject teaching and teacher education level were entered as predictors. In the second step, teachers' inclusive beliefs were entered as the final potential predictor of using *Student praise and supportive communication*. The results revealed that the type of teaching engagement (classroom/subject teaching) and teachers' inclusive beliefs were significant predictors of the teachers' use of *Student praise and supportive communication* (see Table 3). The results of regression analysis show that selected predictors explain a small percentage of variance (approximately 6%), while the impact for the full-model is small (Cohen's $f^2=0.06$; Cohen, 1988). The teachers' inclusive beliefs explain 2% of variance with the small impact (Cohen's $f^2=0.03$), while teachers characteristics do contribute with 4% variance and small impact (Cohen's $f^2=0.04$) to the use of *Student praise and supportive communication*.

When analyzing the statements describing the criterion *Student praise and supportive communication*, we notice that these statements refer to teaching practices encouraging all students. They belong to a wider set of teacher competencies regardless of whether teachers face students with difficulties or not. The regression analysis results indicate that the classroom teachers praise their students and use positive communication significantly more than the subject teachers. The classroom teachers spend more time with the same group of students, and their initial training has a stronger focus on the pedagogical themes. The classroom teachers know the habits and ways of communication of individual students better than the subject teachers, so their addresses and praises are more natural. Using positive communication and praise strategies allows for more time to learn, and less time is spent on behavioral management and classroom discipline, which improves relationships among students.

In the second hierarchical regression analysis we used *Assessment adjustments for students* as the criterion. In the first step, gender, years of service and two indexes of teacher demographics classroom/subject teaching and teacher education level were entered as predictors. In the second step, teachers' inclusive beliefs were entered as the final potential predictor of using *Assessment adjustments for students*. The results revealed

that only teachers' inclusive beliefs were significant predictors of the teachers' use of *Assessment adjustments for students* (Table 3). The results of regression analysis for *Assessment adjustments for students* show that selected predictors explain a small percentage of variance (approximately 7%), while the impact for the full-model is small (Cohen's $f^2=0.08$; Cohen, 1988). The teachers' inclusive beliefs explain 5% of variance with the small impact (Cohen's $f^2=0.06$), while teachers characteristics do contribute with 2% variance and small impact (Cohen's $f^2=0.02$) to the use of *Assessment adjustments for students*.

The results confirm the findings of research by Vlah and Grbić (2018) which show insufficient inclination of teachers to adapt teaching practice and assessment of students with disabilities, despite the fact that evaluation and assessment depends on appropriate teaching according to student characteristics, and that (re) assessing is an integral part of teaching and learning.

The results show that there is no statistically significant difference in the treatment between the subject and classroom teachers, according to the level of their education in adjusting the monitoring and assessing of students. The criterion of adjusting the teaching practice and (re) assessment of students shows that teachers in Croatia are inclined to traditional ways of checking and grading, using summative evaluation with numerical grades, which is the main criterion for final assessment of academic success visible in the official report at the end of the school year. This criterion also reveals the lack of teamwork with other professionals and parents; otherwise, their joint action would adjust the teaching practice to be visibly accompanied by formative evaluation, which would ultimately allow clearer and more inclusive results in inclusive education.

In the third hierarchical regression analysis we used *Comprehensive approach to inclusion of students with special needs* as the criterion. In the first step, gender, years of service and two indexes of teachers' demographics classroom/subject teaching and teacher education level were entered as predictors. In the second step, teachers' inclusive beliefs were entered as the final potential predictor of using *Comprehensive approach to inclusion*. The results revealed that the type of teaching engagement (classroom/subject teaching) and teachers' inclusive beliefs were

significant predictors of the teachers' use of *Comprehensive approach to inclusion of students with special needs* (see Table 3). The results of regression analysis for teachers using this approach show that selected predictors explain a small percentage of variance (approximately 14%), while the impact for the full-model is small (Cohen's $f^2=0.17$; Cohen, 1988). The teachers' inclusive beliefs explain 2% of variance with the small impact (Cohen's $f^2=0.03$), while teachers characteristics do contribute with 12% variance and small impact (Cohen's $f^2=0.14$) to the teachers' use of *Comprehensive approach to inclusion of students with special needs*. Teachers with inclusive values prepare assignments for all students using different media, offering different options that encourage communication and collaborative spirit in the classroom. Classroom teachers are more likely than subject teachers, to use comprehensive approaches such as universal design because the multi-hour everyday teaching environment allows them to be consistent in implementing designed approaches to support students. Predictors such as praise and supportive communication and assessment adjustments, using multiple elements and levels of comprehensive communication explain the lower percentage of variance while inclusive beliefs generally affect all forms and forms of inclusion of all students.

Of all the demographic factors, only experience in classroom or subject teaching is linked to other forms of self-assessment of teaching practice and inclusive beliefs of teachers, which means that classroom teachers shape teaching processes in inclusive practice more easily.

CONCLUSION

The teaching profession requires multiple competencies, continuous lifelong learning in order to prevent social exclusion of students with the characteristics of inattention who are also at risk of social exclusion, and poorer academic success from etiological and interventional aspects. The authors of this paper hope that this research is relevant considering possible inclusive practice improvements. This research included primary school teachers from almost all parts of Croatia. The results showed that teachers recognize students' problems and show understanding for them,

thus connecting inclusive educational values with foundations of all relevant criteria of this research.

It was found that the predictive contribution is weak and that inclusive teachers' practices should be further researched and analyzed. The results show that inclusive teachers' beliefs contribute to the process of praise and encouraging communication, and the use of comprehensive teaching methods should be continuously monitored by tailored student assessment. In order to improve the quality of oriented intervention for students with attention difficulties, the results and discussion imply the need to raise awareness and consciously influence inclusive values in teachers through practical support, strategies and approaches in all forms of education.

The representativeness of the sample obliges to use the main findings of this study in practical work with students with behavioral difficulties and inattention, but also in future analyses of teacher inclusive practices. The introduction of a model of continuous adaptation and implementation of formative evaluation should be a fundamental principle of formal and lifelong teacher education. Students with disabilities belong to the gray zone of the Croatian education system because they are inadequately recognized in the application of individualized approaches. Teachers in Croatia make little use of designed approaches to achieve better academic outcomes for students, self-control of behavior and emotions, the use of which would enrich all students and teachers.

The results of this research are significant because they more precisely analyze the application of quality monitoring and assessment procedures, as well as the amount of acquired knowledge and skills in students with signs of attention deficit.

This paper was written under the full auspices of the University of Rijeka, as part of the project under the grant number uniri-drustv-18-98 1233

REFERENCES

- Američka psihijatrijska udruga (2014). *DSM-5 Dijagnostički i statistički priručnik za duševne poremećaje*. Zagreb: Naklada Slap.
- Bartolac, A. (2013). Socijalna obilježja svakodnevno života djece i mladih s ADHD-om. *Ljetopis socijalnog rada*, 20(2), 269-300.
- Batarelo Kokić, I., Podrug, A. & Mandarić Vukušić, A. (2019). Operacionalizacija obrazovnih politika o pravima djece: analiza dokumenata Republike Hrvatske i Sjedinjenih Američkih Država. *Školski vjesnik: časopis za pedagošku teoriju i praksu*, 68(2), 352-370.
- Batarelo Kokić, I., Vukelić, A., & Ljubić, M. (2009). *Mapiranje politika i praksi za pripremu nastavnika za inkluzivno obrazovanje u kontekstima socijalne i kulturalne raznolikosti: Izvješće za Hrvatsku*. Bologna: European Training Foundation.
- Batarelo, I. (2005). Univerzalni dizajn obrazovnih materijala. *Napredak*, 146(1), 65-74.
- Bouillet, D. (2013). Djelotvorne strategije u poučavanju učenika s problemima u ponašanju. *Napredak*, 1(1-2), 103-128.
- Bussing, R., Gary, F. A., Leon, C. E., Garvan, C. W., & Reid, R. (2002). General classroom teachers' information and perceptions of attention deficit hyperactivity disorder. *Behavioral Disorders*, 27(4), 327-39. <https://doi.org/10.1177/019874290202700402>
- Courey, S.J., Tappe, P., Siker, J., & Lepage, P. (2013). Improved lesson planning with universal design for learning (UDL). *Teacher Education and Special Education*, 36(1), 1-22. <https://doi.org/10.1177/0888406412446178>
- Geng, G. (2011). Investigation of teachers' verbal and non-verbal strategies for managing attention deficit hyperactivity disorder (ADHD) students' behaviours within a classroom environment. *Australian Journal of Teacher Education*, 36(7), 17-30. <https://doi.org/10.14221/ajte.2011v36n7.5>

- Greenwood, A. (2020). *Undesretanding, nurturing and working effectively with vurnerable children in schools: Why can't you hear me?* London: Routledge.
- Ivančić, Đ., & Stančić, Z. (2013). Stvaranje inkluzivne kulture škole. *Hrvatska revija za rehabilitacijska istraživanja*, 49(2), 139-157.
- Karhu, A., Närhi, V., & Savolainen, H. (2018). Inclusion of pupils with ADHD symptoms in mainstream classes with PBS. *International Journal of Inclusive Education*, 22(5), 475-489. <https://doi.org/10.1080/13603116.2017.1370741>
- Kalis, T. M., Vannest, K. J., & Parker, R. (2007). Praise counts: Using self-monitoring to increase effective teaching practices. *Preventing School Failure: Alternative Education for Children and Youth*, 51(3), 20-27. <https://doi.org/10.3200/PSFL.51.3.20-27>
- Karamatić-Brčić, M., & Viljac, T. (2018). Stavovi nastavnika o inkluzivnom odgoju i obrazovanju. *Magistra Iadertina*, 13(1), 92-104.
- Kranjčec Mlinarić, J., Žic Ralić, A., & Lisak, N. (2016). Promišljanje učitelja o izazovima i barijerama inkluzije učenika s poteškoćama u razvoju. *Školski vjesnik: časopis za pedagojsku teoriju i praksu*, 65(tematski broj), 233-247.
- Kudek Mirošević, J., & Jurčević Lozančić, A. (2014). Stavovi odgojitelja i učitelja o provedbi inkluzije u redovitim predškolskim ustanovama i osnovnim školama. *Hrvatska revija za rehabilitacijska istraživanja* 50(2), 17-29.
- Linn, M., & Coelho da Silva, J. (2014). Inclusion: Teacher attitudes in Portugal and the United States. Poster Presentation at *Conference 'Embracing inclusive approaches for children and youth with special education needs onference,'* Braga, 14-17-07.2014, 37.
- Nikčević-Milković, A., & Jurković, D. (2017). Stavovi učitelja i nastavnika Ličko-senjske županije o provedbi odgojno-obrazovne inkluzije. *Školski vjesnik: časopis za pedagojsku teoriju i praksu*, 66(4), 527-555.

- Nikčević-Milković, A., Jurković, D., & Durdov, J. (2019). Estimate of Implementation of Educational Inclusion by Primary School Teachers and High School Teachers. *Croatian Journal of Education*, 21(2), 599-638. <https://doi.org/10.15516/cje.v21i2.3107>
- OECD (2013). *Teaching and Learning International Survey TALIS: Conceptual Framework*. Paris: Organisation for Economic Co-operation and Development. Retrieved from https://www.oecd.org/education/school/TALIS%20Conceptual%20Framework_FINAL.pdf
- Reddy, L. A., Dudek, C. M., & Shernoff, E. S. (2016). Teacher formative assessment: The missing link in response to intervention. In Jimerson, S. R., Burns, M. K., & Van Der Heyden, A. M. (eds.). *Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support* (pp. 607-623). New York: Springer. <https://doi.org/10.7282/T34B33DJ>
- Romstein, K. (2011). Kvalitativni pristup interpretaciji simptoma ADHD-a: implikacije za pedagošku praksu. *Život i škola*, 57(26), 101–113.
- Schwartz, S. H., & Ciecuch, J. (2016). *Values*. In F. T. L. Leong, D. Bartram, F. M. Cheung, K. F. Geisinger, D. Iliescu (Eds.), *The ITC international handbook of testing and assessment* (pp. 106–119). Oxford: University Press.
- Sekušak-Galešev, S., Frey Škrinjar, J., & Masnjak, L. (2015). *Ispitivanje socijalne uključenosti i kvalitete podrške u sustavima predškolskog, osnovnoškolskog i srednjoškolskog obrazovanja za djecu i učenike s poremećajem iz autističnog spektra (PAS) i deficitom pažnje i hiperaktivnim poremećajem (ADHD)*. Zagreb: ERF Sveučilište u Zagrebu.
- Skočić Mihić, S., Gabrić, I., & Bošković, S. (2016). Učiteljska uvjerenja o vrijednostima inkluzivnog obrazovanja. *Hrvatska revija za rehabilitacijska istraživanja*, 52(1), 30-41.
- Stepanović S. (2019). *ADHD i ADD: poremećaj pažnje iz drugog ugla*. Beograd: Visoka škola socijalnog rada.

- Sunko, E., & Lujan, M. (2011). Inkluzija učenika s hiperaktivnosti i poremećajem pažnje u nižim razredima osnovne škole. In M. Vantić Tanjić, M. Nikolić (eds.) *Zbornik radova Unapređenje kvalitete života djece i mladih 2011* (pp. 335-347). Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih, Edukacijsko-rehabilitacijski fakultet Univerziteta u Tuzli.
- Tegtmejer, T. (2019). ADHD as a classroom diagnosis. An exploratory study of teachers' strategies for addressing 'ADHD classroom behaviour'. *Emotional and Behavioural Difficulties*, 24(3) 239-253. <https://doi.org/10.1080/13632752.2019.1609271>
- Toye, K. M., Wilson, C., & Wardle, A.G. (2019). Education professionals' attitudes towards the inclusion of children with ADHD: the role of knowledge and stigma. *Journal of research in special education needs*, 19(3), 184-196. <https://doi.org/10.1111/1471-3802.12441>
- UNICEF (1990). Konvencija o pravima djeteta. *Službeni list – Međunarodni ugovori 15/90*
- Vican, D., & Karamatić Brčić, M. (2013). Obrazovna inkluzija u kontekstu svjetskih nacionalnih obrazovnih politika, *Život i škola*, 30(59), 48-66.
- Vlah, N., & Grbić, S. (2018). Kako nastavnici i Hrvatskoj procjenjuju sopstvenu praksu u poučavanju učenika s teškoćama u ponašanju. In R. Đević, & N. Gutvajn (Eds.), *Uvažavanje različitosti u funkciji pozitivnog razvoja dece i mladih* (pp. 75-93). Beograd: Institut za pedagoška istraživanja.
- Vlah, N., Sekušak-Galešev, S., & Skočić-Mihić, S. (2018). Relations between teacher and student characteristics in the assessment of symptoms of inattention, impulsivity and hyperactivity related to ADHD. *Socijalna psihijatrija* 46(4), 372-389

INKLUZIVNA UVJERENJA UČITELJA I NASTAVNA PRAKSA U RADU SA UČENICIMA S NEKIM SIMPTOMIMA NEPAŽNJE POVEZANIM S ADHD-OM

Doc. dr. Esmeralda Sunko
Prof. dr. Ivana Batarello Kokić
Prof. dr. Nataša Vlah

Sažetak

Cilj ove studije je analiza i usporedba nastavne prakse u inkluzivnom okruženju. Studija je usmjerena na samoprocjenu nastavne prakse učitelja u radu s učenicima sa sedam ili više simptoma nepažnje povezanih s ADHD-om, a ovisno o njihovom uvjerenju o vrijednostima inkluzivnog obrazovanja i nekim demografskim čimbenicima. Rezultati su smješteni u kontekst suvremene literature o inkluzivnoj obrazovnoj praksi, stavovima učitelja prema učenicima sa simptomima nepažnje povezanim s ADHD-om i nastavnim praksama/strategijama koje se koriste u razredu. Upitnik je ispunilo 660 učitelja iz 13 hrvatskih županija. Od učitelja koji su sudjelovali u istraživanju zatraženo je da ispune standardizirani upitnik, uključujući demografski upitnik i dvije skale: *Skalu samoprocjene nastavnih praksi* (Vlah i Grbić 2017) i *Skalu učiteljskih uvjerenja o vrijednostima inkluzivnog obrazovanja* (Skočić Mihić, Gabrić i Bošković 2016). U pokušaju dobivanja odgovora na istraživačko pitanje o odnosu između nastavnih praksi koje prepoznaju sami učitelji i koje se koriste u radu s učenicima s nekim simptomima nepažnje povezanim s ADHD-om, mjestom stanovanja i veličinom škole, poučavanjem u razrednoj ili predmetnoj nastavi, razinom obrazovanja učitelja, radnim iskustvom i uvjerenjem o vrijednostima inkluzivnog obrazovanja, korištena je korelacijska i hijerarhijska regresijska analiza. Rezultati ukazuju na korelaciju između: samoprocijenjene nastavne prakse opisane s tri faktora (pohvale učenika i podržavajuća komunikacija; prilagodbe ocjenjivanja za učenike; i sveobuhvatan pristup uključivanju učenika s posebnim potrebama); razine obrazovanja učitelja; poučavanja u razrednoj ili predmetnoj

nastavi; i učiteljskim uvjerenjima o vrijednostima inkluzivnog obrazovanja. Pomoću hijerarhijske regresijske analize detaljnije su istraženi odnosi između istraživanih varijabli u kojoj su kao kriterij služili različiti faktori samoprocijenjene nastavne prakse. U predloženom modelu inkluzivna uvjerenja učitelja značajni su prediktori nastavne prakse. Ovi rezultati proširuju rezultate prethodnih istraživanja. U radu se raspravlja i o implikacijama na obrazovanje učitelja i daju se prijedlozi za buduća istraživanja.

Ključne riječi: uvjerenja o inkluzivnom obrazovanju, nastavna praksa, učenici s ADHD-om, ADHD pretežno nepažljivi tip.

د. أسمرالدا سونكو - كلية الفلسفة - جامعة سبلت

أ.د. إوان باتارلو - كوكنتش - كلية الفلسفة - جامعة سبلت

أ.د. ناتاشا ولاه - كلية المعلمين - جامعة رييكا

تصورات المعلمين في التدريس الشامل وممارسة التدريس مع الطلاب الذين يعانون من أعراض الانتباه المرتبطة باضطراب فرط الحركة ونقص الانتباه (ADHD)

الملخص

الهدف من هذه الدراسة هو تحليل ومقارنة ممارسة التدريس في بيئة شاملة يشارك فيها ذووا الاحتياجات الخاصة. تركز الدراسة على التقييم الذاتي للمعلمين لممارسة التدريس في العمل مع الطلاب الذين يعانون من سبعة أو أكثر من أعراض عدم الانتباه المرتبطة باضطراب فرط الحركة ونقص الانتباه، اعتمادًا على إيمانهم بقيم التعليم الشامل وبعض العوامل الديموغرافية. يتم وضع النتائج في سياق الدراسات الحديثة حول الممارسة التعليمية الشاملة، ومواقف المعلمين تجاه الطلاب الذين يعانون من أعراض نقص الانتباه المرتبطة باضطراب فرط الحركة ونقص الانتباه، وممارسات / استراتيجيات التدريس المستخدمة في الفصل الدراسي. وقد أكمل الاستبيان 660 مدرسًا من 13 مقاطعة كرواتية. كان يُطلب من المعلمين الذين شاركوا في الدراسة إكمال استبيان موحد، بما في ذلك استبيان ديموغرافي ومقياسين: مقياس التقييم الذاتي لممارسات التدريس (Vlah and Grbić 2017) ومقياس معتقدات / تصورات المعلمين حول قيم التعليم الشامل (Skočić Mihić، 2016، Gabrić Bošković). وفي محاولة للإجابة على سؤال بحثي حول العلاقة بين ممارسات التدريس المعترف بها من قبل المعلمين أنفسهم والمستخدم في العمل مع الطلاب الذين يعانون من بعض أعراض عدم الانتباه المرتبطة باضطراب فرط الحركة ونقص الانتباه، ومكان الإقامة وحجم المدرسة، والتدريس في الفصل أو مادة التدريس، ومستوى تعليم المعلم وخبرة العمل والإيمان بقيم التعليم الشامل، تم استخدام تحليل الارتباط والانحدار الهرمي. تشير النتائج إلى وجود علاقة بين:

ممارسات التدريس الذاتية التقييم الموصوفة بثلاثة عوامل (مدح الطالب والتواصل الداعم؛ تعديلات التقييم للطلاب؛ ونهج شامل لإشراك الطلاب ذوي الاحتياجات الخاصة)؛ مستويات تعليم المعلمين، والفصول الدراسية أو تدريس المادة، ومعتقدات وتصورات المعلمين حول قيم التعليم الشامل. وباستخدام تحليل الانحدار الهرمي، تم التحقيق في العلاقات بين المتغيرات التي تم التحقيق فيها بمزيد من التفصيل، حيث كانت العوامل المختلفة لممارسة التدريس الذاتية التقييم بمثابة معايير. في النموذج المقترح، تعتبر معتقدات المعلمين الشاملة منبئات مهمة لممارسة التدريس. توسع هذه النتائج نتائج البحوث السابقة في هذا الموضوع. ويناقش البحث أيضاً الآثار المترتبة على تعليم المعلمين وتُقدّم اقتراحات للبحث العلمي في المستقبل.

الكلمات الأساسية: المعتقدات/ التصورات حول التعليم الشامل، وممارسة التدريس، والطلاب المصابون باضطراب فرط الحركة ونقص الانتباه ADHD ، ADHD – النوع الغافل في الغالب.