

Call for Papers

“Teachers’ Attitudes and Self-Efficacy Beliefs in regard to Inclusive Education”

A Special Issue of the Journal of Research in Special Educational Needs

Guest-Editors

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Teaching is generally a demanding profession and especially teaching in inclusive classrooms, currently a priority on the political agenda in many countries can be perceived as a challenging task. The inclusion of an increasing number of students with special educational needs (SEN) in mainstream schools has become an international issue (Sharma, Loreman, & Forlin, 2011). As a result, a growing number of researchers have been studying factors, which impact the quality of inclusive education. Research has often shown that both teachers’ attitudes towards inclusion and their self-efficacy beliefs are highly relevant factors for the successful implementation of inclusive education (e.g. de Boer, Pijl, & Minnaert, 2011). Theoretical frameworks have started to incorporate these variables to address changing processes in society (Bandura, 1997). In this regard, the transition toward inclusion, as one of the big societal chances of this decade, needs a detailed understanding of the effects of both attitudes and efficacy in order to accommodate the increasingly heterogeneity of students in mainstream classrooms. Therefore, in this special issue we would like to focus on the impact of pre- and in-service teachers’ attitudes and self-efficacy beliefs toward inclusive education. Furthermore, we are interested in exploring the impact of these variables on both teachers’ and students’ behaviors and outcomes.

Possible Key Themes

We would like to invite researchers to present studies concentrating on attitudes, self-efficacy beliefs as well as the associated behavioral intentions of teachers to implement inclusive education within different types of schools (e.g. primary, secondary schools, ...). As teacher education courses and curricula differ within the international systems (SEN subjects embedded

in regular teacher training, added or separated in the curricula), papers considering these differences and their effects on inclusive practice are also of interest. In addition, different theoretical models suggest there may be a number of other factors that could explain teachers' willingness to adopt inclusive classroom strategies (e.g. Theory of Planned Behaviour; Ajzen, 1991). Hence, we would also like to invite papers focusing on background and context variables.

Since educators are being increasingly encouraged to implement interventions and practices to adapt their teaching to accommodate an increasingly heterogeneous student population, intervention studies to explore teachers' attitudes, efficacy beliefs and intentions to implement inclusive education are especially welcome. In this context, longitudinal studies, which focus on potential factors to predict the professional development of pre- and in-service teachers with regard to attitudes and efficacy beliefs, are also invited for this special issue. Lastly, we welcome papers reporting on research that varying methodological approaches (e.g. mixed-method designs, teacher reports, multi-level-analyses).

Intended Readership

The readership will be broad. The readership will include specialists in the field of special education, researchers in general education or psychology, and researchers in the field of teacher training, specialists in assessment and teachers.

Timeline and Manuscript Submission Process

Submission deadline for abstracts:

October 15, 2018

Abstracts should contain maximum 300 words and can be sent directly to Ineke Pit-ten Cate (E-mail: ineke.pit@uni.lu).

October 31, 2018: Invitations for full manuscript submission to authors

January 31, 2019: Full manuscript submission deadline

March 31, 2019: Reviewers' feedback to authors

May 31, 2019: Revised manuscripts due

June 30, 2019: Reviewers' feedback of revised manuscripts returned to authors

July 15, 2019: Final revisions must be received; editorial decisions

Final manuscripts are due October 31, 2019

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Manuscript Categories

Theoretical and Methodological Papers

Papers discussing theoretical approaches on defining and measuring attitudes, efficacy beliefs and intentions to teach inclusively, and papers that advance and/or extend current theory about the willingness to implement inclusion particularly.

Applied Papers

Original empirical research studies focusing on attitudes, efficacy beliefs and intentions to teach in inclusive education.

All submissions should be prepared in accordance with the Journal of Research in Special Educational Needs' author guidelines ([http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1471-3802/homepage/ForAuthors.html](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1471-3802/homepage/ForAuthors.html)) and submitted to ineke.pit@uni.lu.

Full manuscripts will be limited to 7000 words (including all tables, and references). All articles in this special issue will undergo rigorous double-blind-peer review by at least two anonymous referees following the time schedule outlined above. Please provide a cover letter, a title page and an anonymous version of your paper.

Contributors should indicate in their cover letter that they would like to have the paper considered for the Special Issue on "Teachers' Attitudes and Self-efficacy beliefs with regards to Inclusive education".

General inquiries can be addressed to the Guest Editors:

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