

TEACHERS' ATTITUDES TOWARD INCLUSIVE EDUCATION OF STUDENTS WITH SPECIAL NEEDS IN ULCINJ

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Abstract

The schools in Montenegro have opened the door for integration of children with special needs in regular education since in 2000, when it was launched a wide reform of the educational system. Children now more than ever are being placed into inclusive classrooms. The teachers and their schools are at the changing phase to inclusive setting and the integration of children with special needs in regular schools is an overly demanding work for teachers. This study is to investigate the attitudes of 50 regular teachers of three schools in Ulcinj toward inclusive education (IE), because teachers' attitudes toward children with special needs have an important impact on the success and effectiveness of their teachings. In order to investigate this topic a questionnaire, based on a number of pre-existing measures, was developed. The paper will investigate the relationship between the teachers' attitude and three groups of variables-child, teacher and educational environment. The paper will highlight the links between teachers' attitudes and their age, sex, year of teaching experience, contact experience and knowledge.

Keywords: *children with special needs, inclusive education, attitudes, teaching.*