

Susanne Schwab

Attitudes Towards Inclusive Schooling

A study on **S**tudents', **T**Eachers'
and **P**arents' attitudes



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and Parents' attitudes



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*We all like to be loved and accepted,
just the way we are.*

Let me tell you a story ...

It is a story about a disabled penguin (perfectly illustrated by Dillon Voisin). If you or I were to look at a penguin ashore, we might be surprised. Their wings are too short, they have no waist and it seems that God has forgotten to give them knees. Penguins are physically disabled for life ashore. But as soon as the penguin is in the sea, it's in its element. It can swim 2500 kilometers, only needing the energy equivalent of one liter of petrol. This is far more efficient than any means of transport humans have ever designed.

What we can learn from this story, written in German by Eckart von Hirschhausen (2012), is:

1. How quickly we judge, and how wrong our judgments can be.
2. The surroundings in which we find ourselves can make our competencies or weaknesses visible.

All of us have strengths and weaknesses. We should accept these and not change who and how we are. Even after many years of psychotherapy you could not become a giraffe if you are a penguin (Eckart von Hirschhausen, 2012). It really makes one think about 'being born disabled vs. becoming disabled by one's environment'.



(painted by Dillon Voisin)

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Finally, I would like to refer to publications based on the ATIS-STEP study that have already been published, accepted or submitted. Recently, an editorial book was published by Mike and myself, in which the students wrote about their theses.

- Gaicher, S. (2018). Die soziale Integration von SchülerInnen mit sonderpädagogischem Förderbedarf. In M. Trauntschnig & S. Schwab (eds.), *Ausschnitte aus der Grazer Inklusionsforschung* (p. 123–149). Hamburg: Kovac-Verlag.
- Ganotz, T. (2018). Der Zusammenhang von vertikalen Beziehungen und der Resilienz von GrundschülerInnen. In M. Trauntschnig & S. Schwab (eds.), *Ausschnitte aus der Grazer Inklusionsforschung* (p. 173–197). Hamburg: Kovac-Verlag.
- Kienreich, S. (2018). Selbstsicht der Sozialen Partizipation von VolksschülerInnen in der Steiermark. In M. Trauntschnig & S. Schwab (eds.), *Ausschnitte aus der Grazer Inklusionsforschung* (p. 41–62). Hamburg: Kovac-Verlag.
- Rainer, S. & Lorbek, M. (2018). Freundschaften von Kindern mit und ohne Verhaltensprobleme. In M. Trauntschnig & S. Schwab (eds.), *Ausschnitte aus der Grazer Inklusionsforschung* (p. 15–40). Hamburg: Kovac-Verlag.
- Steindl, C. (2018). Soziale Partizipation von SchülerInnen mit sonderpädagogischem Förderbedarf und ihren Peers – Ein Vergleich der Selbst- und Fremdwahrnehmung. In M. Trauntschnig & S. Schwab (eds.), *Ausschnitte aus der Grazer Inklusionsforschung* (p. 95–121). Hamburg: Kovac-Verlag.
- Trabe, A. (2018). „Wie gerne gehst du in die Schule?“ – Einblicke in das schulische Wohlbefinden von SchülerInnen in Integrationsklassen. In M. Trauntschnig & S. Schwab (eds.), *Ausschnitte aus der Grazer Inklusionsforschung* (p. 63–94). Hamburg: Kovac-Verlag.
- Trauntschnig, M. & Schwab, S. (eds.) (2018). *Ausschnitte aus der Grazer Inklusionsforschung. Band III. Empirische Einblicke in das ATIS-STEP Projekt*. Hamburg: Kovac Verlag.
- Tschanter, J. (2018). Soziale Lernformen und Soziale Partizipation von SchülerInnen der vierten Grundschulstufe. In M. Trauntschnig & S. Schwab (eds.), *Ausschnitte aus der Grazer Inklusionsforschung* (p. 151–171). Hamburg: Kovac-Verlag.

In addition, several articles have been published, submitted or are in preparation:

- Hoffmann, L., Schwab, S., Trauntschnig, M., & Wilbert, J. (submitted). *Are we good friends? – Friendship preferences and the quantity and quality of mutual friendships between students with and without special educational needs.*
- Hoffmann, L., Trauntschnig, M., Gerdenitsch, C. & Schwab, S. (submitted). Die soziale Akzeptanz von SchülerInnen mit sonderpädagogischem Förderbedarf aus der Selbstsicht sowie der Sicht der Peers, der Lehrkräfte und der Eltern. *Behinderte Menschen. Zeitschrift für gemeinsames Leben, Lernen und Arbeiten.*
- Schwab, S. (2017). Interprofessionelle Lehrkraftkooperation im inklusiven Unterricht aus der Perspektive der Schülerinnen und Schüler [Interprofessional teacher cooperation in inclusive education from the perspective of students]. *Unterrichtswissenschaft, 4*, 262–279.
- Schwab, S. (2018, in press). Soziale Partizipation von Schülerinnen und Schülern mit sonderpädagogischem Förderbedarf im Vergleich zu ihren Peers ohne sonderpädagogischen Förderbedarf. Status Quo und Einblicke in Präventions- und Interventionsansätze. In K. Rathmann & K. Hurrelmann (eds.), *Leistung und Wohlbefinden in der Schule: Herausforderung Inklusion*. Beltz Juventa.
- Schwab, S. (submitted). *Teachers' student-specific self-efficacy in relation to teacher and student variables.*

