

SECONDARY SCHOOL STUDENTS' ATTITUDES TOWARDS THE INCLUSION OF STUDENTS WITH DEVELOPMENTAL DISABILITIES IN THE REGULAR EDUCATION SYSTEM

Dajana Vinković

Elementary school "Ivan Kukuljević", Belišće

Andrej Hodonj

Elementary school "Davorin Trstenjak" Čađavica

Abstract

Peer acceptance is a necessary aspect of the inclusion of students with developmental disabilities in the system of inclusive education, primarily in terms of secondary education. Therefore, this paper examines the attitudes of 496 students of the first, second, third and fourth grade of grammar and vocational schools (three-year and four-year) in the Osijek- Baranja County towards students with developmental disabilities. Based on the results of the research, it can be concluded that high school students are indecisive, with a slight tendency of increasing positive attitude towards the inclusion of students with disabilities in the regular education system. Female participants and older participants (17 - 19 years old) express more positive attitudes towards the inclusion of students with disabilities in the regular education system. Differences with respect to the type of school students attend have not been confirmed. Correlation analysis shows a moderately positive correlation between the attitudes of high school students towards the inclusion of students with developmental disabilities in the regular education system and inclusive school culture. This is an important pedagogical implication, because it emphasizes the importance of socialization and inclusion.

Keywords: students' attitudes, students with developmental disabilities, peer acceptance, inclusive school culture.

INTRODUCTION

Children with developmental disabilities are those children who show certain developmental deviations and who therefore need additional support in the areas of health care and protection, rehabilitation, upbringing, education and social protection (Bouillet, 2010). Their abilities in connection to environmental factors limit their full, effective and equal participation in the educational process with other students. It is a result of physical, mental, intellectual, sensory and functional impairments or a combination of several types of those. Given this, the support for students with developmental disabilities in secondary schools includes a regular programme with individualized procedures, a regular programme with content adaptation and individualized procedures, a special programme with individualized procedures and a special programme for acquiring competencies in everyday life and work with individualized procedures (Ordinance on Primary and Secondary Education of Students with Disabilities, 2015).

Peer acceptance and socialization are important aspects of the inclusion of students with developmental disabilities in the system of inclusive education, primarily in terms of secondary education. However, this form of education is not entirely necessary nor mandatory for students with developmental disabilities, so there is a possibility of non-fulfilment of certain

inclusive values in the context of the culture of the educational institution. According to Graham (2019), Romstein and Sekulić-Majurec (2015), inclusive education is often carried out exclusively on a symbolic level. Some authors (Armstrong, Armstrong, Spandagou, 2010; Armstrong, 2011; Walton, 2016) talk about inadequate inclusive practices that are carried out in some world-renowned countries (especially in Australia, South Africa, Greece and certain educational institutions in the UK). Therefore, it is necessary, according to Booth and Ainscow (2002), to consider the ways, procedures and strategies of inclusion in accordance with the perspective of the inclusion index, in order to make the students with developmental disabilities feel accepted and valuable in their peer group. Also, we should take into account their expectations, interests and desires. In this sense, Perić et al. (2013) try to determine the ambitions of students with intellectual disabilities as well as their differences in relation to students with typical development. They have found that students with intellectual disabilities have higher future expectations, which increase in accordance with their age and levels of motivation. Following the existing regulatory framework secondary education can be obtained in grammar schools (general or specialized) and vocational schools (two-year, three-year, four-year and five-year) (National Curriculum for Vocational Education, Official Gazette 62/18; Law on Education in Primary and Secondary Schools, Official Gazette 87/08, 86/09, 92/10, 105/10, 90/11, 05/12, 16 / 12, 86/12, 162/12, 94/13, 152/14, 07/17, 68/18, 98/19). The enrolment procedure is based on the expert opinion of the Vocational Guidance Service of the Croatian Employment Service, by which students are granted the right to enrol in a particular educational program (Ordinance on Elements and Criteria for Selecting Candidates for the First Grade of Secondary School, Official Gazette 49/15, 47/17).

REVIEW OF RELEVANT LITERATURE

Inclusive educational practice in secondary education is still insufficiently researched in pedagogical sciences. The research on inclusive practice conducted in the Republic of Croatia mostly focused on pre-school and primary education, while far more of them can be found in foreign literature. However, it is worth mentioning the latest Croatian research "Implementation of inclusion in secondary schools" conducted by Velki and Romstein (2018). They analysed the attitudes of teachers, parents and high school students in Slavonia towards people with disabilities and the inclusion of children with disabilities. Results show that high school students still have prejudices and stereotypes towards developmental difficulties, while teachers and parents have more positive attitudes. On the other hand, Vignes et al. (2009) analysed the attitudes, personal experiences, and inclusive values of students of typical development and students with disabilities in French high schools, where results have shown that high school girls have more positive attitudes toward their peers with disabilities than boys. However, they have less favourable attitudes towards students with intellectual disabilities, as well as towards their inclusion in a special classroom.

These indicators of peer attitudes towards students with disabilities (Velki et al., 2018, Vignes et al., 2009) point out the need for more intense direct educational work with high school students in order to develop and improve their inclusive values, in accordance with the settings by Booth and Ainscow (2002). Accordingly, Godeau et al. (2010) analysed the effectiveness of a sociologically based intervention programme on the attitudes of students in French high schools towards their peers with developmental disabilities. They noticed students have slightly positive attitudes after attending the programme. However, there is still a need to strengthen and improve their social competencies within the unique school subject introduced in the region of the research. With this in mind, Carter and Hughes (2005) recommend teaching social skills, socialization, and peer support in order to involve students with disabilities in inclusive education more successfully.

Research on social interaction and peer acceptance of students with developmental disabilities in secondary education is indispensable in the pedagogical sciences. During their schooling students acquire and develop friendly relationships through peer interaction. Regarding this, Corsaro (2005) points to the creation of a children's peer culture, which he identifies as "a set of activities or skills, values and interests that children pursue in shared peer interaction" (p. 110). However, in his opinion, a further development of students' peer culture is influenced by symbolic and material aspects, which are shaped by their parents' attitudes and beliefs. The inclusive culture of the school is especially noticeable in caring for others. Caring for others is a special relationship which implies understanding the needs of others, as well as what a person can realistically do or achieve. Also, it implies trying to discover the needs of others around us. The effects of empathy and compassion positively impact the development of an inclusive school culture, because they improve the quality of relationships, communication, conflict resolution, understanding other people's needs and difficulties and, also, they improve school success (Chabot, D., Chabot, M., 2009, according to Vican 2013). On the other hand, a research of social interaction (acceptance and friendship) conducted by Zic Ralic and Ljubas (2013) among students with intellectual disabilities, autism, learning disabilities, and students with regular development, indicates a lower level of social acceptance of students with developmental disabilities within an inclusive school culture. Likewise, in his research on peer relationships, Salmon (2012) points out that students with disabilities are often discriminated and rejected by students of regular development. Also, analysing the social interaction between students with autism spectrum disorder, students with sensory and motor disabilities, and students of regular development in Flemish schools, Petry (2018) indicates the peer acceptance of students with disabilities within the classroom. A similar study is conducted by deBoer and Pijl (2016) among students with ADHD and autism spectrum disorder in Danish high schools. Their research showed that students with ADHD are more accepted than other students with developmental disabilities. The implications of such results should be found in regular students' prejudices, beliefs and stereotypes, as well as in their lack of understanding of autism spectrum disorders. In contrast, analysing attitudes in Austrian secondary schools, Schwab (2010) has found that students with disabilities are accepted by students of regular development when they are involved in mutual activities. According to Salmon (2012), it is noticeable that, despite the inclusion of students with developmental disabilities in an inclusive educational system, they are often victims of violence, cyberbullying and verbal teasing by their peers of regular development due to their differences.

Because of this, they often develop social interaction and peer relationships with students with similar experiences, interests, motivations, abilities, and preferences. Therefore, Zic Ralic et al. (2013) recommend strengthening peer interaction, as well as educators' support to all students by encouraging their social competencies and inclusive values.

METHODOLOGY OF EMPIRICAL RESEARCH

The aim and objective of the research

The aim of the research is to examine the attitudes of high school students towards the inclusion of students with developmental disabilities in the regular education system, taking into account the socio-demographic characteristics of students and the possible relationship between their attitudes and inclusive school culture.

The objective of the research is to describe the importance of sociodemographic characteristics of high school students towards the inclusion of students with developmental disabilities in the regular education system, with special emphasis on their relationship with the inclusive school culture.

Hypotheses

Based on the aim and objective of the research the following hypotheses were formed:

- H1:** Positive attitudes of high school students towards the inclusion of students with disabilities in the regular education system are expected.
- H2:** Significant differences are expected in the attitudes of high school students towards the inclusion of students with developmental disabilities in the regular education system based on the socio-demographic characteristics of the respondents.
- H3:** A significant relationship is expected between the attitudes of high school students towards the inclusion of students with developmental disabilities in the regular education system and the inclusive school culture.

Participants

The research was conducted on a convenience sample of 496 students aged between 15 and 19 years. The examined students attended the first, second, third and fourth grade of grammar or vocational schools (three-year and four-year) in Osijek-Baranja County. Prior to conducting the research, the consent of the school and students' parents was obtained. At the beginning of the school year parents signed an agreement on the participation of students in the research conducted at the school level. A total of 204 (41.1%) grammar school students and 292 (58.9%) of vocational school students ($M = 1.59$, $SD = 0.49$) were examined. The total sample of 496 students consists of 239 (48.2%) girls and 257 (51.8%) boys ($M = 1.48$, $SD = 0.50$).

Procedure

The research was conducted in the first semester of the school year 2020/2021 on a convenience sample of high school students from Osijek - Baranja County, using an electronic questionnaire, in agreement with school principals and professional associates. The participants were introduced to the aims and objectives of the research and were given instructions on how to fill in the questionnaire. The questionnaire is in line with the Ethical Standards for Research with Children (2003). The obtained data were processed with the help of the statistical programme for computer data processing (SPSS v20.0), using procedures of descriptive statistics and inferential statistics with the application of t-test for independent samples and correlation analysis.

Instrument

The questionnaire consisted of three parts. The first part contained questions about sociodemographic indicators (age, gender, type of high school, grade, students' achievement, knowledge of students with disabilities). The second part of the questionnaire is a customized version of the *Questionnaire for Assessing the Attitudes of Regular School Students towards the Educational Integration of Visually Impaired Students* (Oberman - Babic, Knezovic, Kobescak, 1992), where some particles were omitted and some were changed. It consists of 33 statements that measure the attitudes of high school students towards the inclusion of students with developmental disabilities in the regular education system. New variables, which represent the average result of attitudes within a particular area with a satisfactory level of the Cronbach's coefficient of internal reliability ($\alpha = 0.70$), were created.

The structure of attitudes was analysed separately within four intentional areas (Oberman – Babic, Knezovic, Kobescak, 1993): *Attitude of regular school students towards socializing with students with disabilities*, *Attitude of regular school students towards providing assistance to students with disabilities by students without difficulties*, *Attitude of regular school students towards providing assistance to students with disabilities by teachers*, *Attitude of regular school*

students towards educational inclusion in general. A five-point Likert scale was used, from “1 - strongly disagree” to “5 - strongly agree”. The third part of the questionnaire contained ten questions with a five-point Likert scale (1 - strongly disagree to 5 - strongly agree) customized according to the Inclusion Index (Booth, Ainscow, 2008), with a high level of Cronbach’s internal reliability coefficient ($\alpha = 0.83$).

RESULTS

When it comes to individual descriptive data on the attitudes of high school students towards the inclusion of students with developmental disabilities in the regular education system, it should be noted that 59.5% of students (N = 295) know, and 40.5% (N = 201) do not know a student with developmental disabilities. The same school with a student with disabilities is attended by 37.9% of students (N = 188), not attended by 7.1% (N = 35), while 273 students are not sure 55% (N = 273).

The average value for each of the four intentional areas is determined by descriptive analysis of the students’ attitudes. Table 1 shows that *Attitude towards providing assistance by students* (M = 3,46) and *Attitude towards providing assistance by teachers* (M = 3,09) have the highest average value. The *Attitude towards inclusion in general* has the lowest average value (M = 2,58), which means that students do not have a positive attitude towards educational inclusion in general. This is confirmed by the statement “*Students with disabilities should attend special schools*” (M = 2,41).

Table 1: Descriptive analysis of the questionnaire

Variable	N	Min.	Max.	M	SD
Attitude towards socializing	496	1,00	5,00	2,99	0,65
Attitude towards students’ assistance	496	2,00	4,00	3,46	0,78
Attitude towards teachers’ assistance	496	1,00	5,00	3,09	0,67
Attitude towards inclusion in general	496	1,00	5,00	2,58	0,80

The T-test for independent samples with regard to gender (Table 2) proved to be significant in the *Attitude towards socializing* ($p < .05$) in girls’ favour and in the *Attitude towards providing help by students* ($p < .05$) also in girls’ favour. There was no statistically significant difference in the *Attitude towards teacher assistance* and the *Attitude towards inclusion in* relation to the gender of the participants.

Table 2: T-test for independent samples with respect to gender (N = 496)

VARIABLE	GENDER	N	AS	SD	t
Attitude towards socializing	Male	257	14,645	3,075	-2.35*
	Female	239	15,330	3,404	
Attitude towards students’ assistance	Male	257	13,498	3,015	-2.57*
	Female	239	14,221	3,247	
Attitude towards teachers’ assistance	Male	257	9,210	2,101	.41
	Female	239	9,359	1,939	
Attitude towards inclusion in general	Male	257	7,914	2,262	.11
	Female	239	7,573	2,570	

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

T-test for independent samples with regard to age (Table 3) proved to be significant in *Attitude towards teacher assistance* ($p < .001$), which means that older students (17-19 years)

believe more than younger students (15- 16 years) that teachers provide support to students with disabilities in the regular education system. Statistical significance was also noticed in the *Attitude towards socializing* ($p < .05$) in which older students are more willing and open to socializing with students with disabilities than younger students. This tells us that social interaction and peer acceptance is well-developed, which, according to Žic Ralić and Ljubas (2013), is a very positive feature of schools, because non-acceptance and insufficient social interaction among students contribute to social isolation and inability to create and develop quality relationships. There was no statistically significant difference in the *Attitude towards student assistance* and the *Attitude towards inclusion* in relation to the age of the participants.

Table 3: T-test for independent samples with respect to age (N = 496)

VARIABLE	AGE	N	AS	SD	t
Attitude towards socializing	Younger	279	14,666	3,277	-2.41*
	Older	217	15,373	3,184	
Attitude towards students' assistance	Younger	279	13,924	3,110	.625
	Older	217	13,746	3,197	
Attitude towards teachers' assistance	Younger	279	9,053	2,060	-2.87***
	Older	217	9,576	1,942	
Attitude towards inclusion in general	Younger	279	7,630	2,366	-1.24
	Older	217	7,903	2,482	

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

The T-test for independent samples with respect to the type of school (Table 4) did not prove significant in any of the four intentional areas, which means that there is no statistically significant difference in the attitudes of high school students, whether they attend grammar or vocational school.

Table 4: T-test for independent samples with respect to the type of school (N = 496)

VARIABLE	SCHOOL	N	AS	SD	t
Attitude towards socializing	Grammar	204	14,921	3,032	-.31
	Vocational	292	15,013	3,403	
Attitude towards students' assistance	Grammar	204	13,828	3,197	-.10
	Vocational	292	13,859	3,116	
Attitude towards teachers' assistance	Grammar	204	9,357	1,976	.69
	Vocational	292	9,229	2,058	
Attitude towards inclusion in general	Grammar	204	7,774	2,500	.18
	Vocational	292	7,732	2,364	

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

The results of the research show a moderate positive correlation (Table 5) between the attitudes of high school students towards the inclusion of students with disabilities in the regular education system and inclusive school culture. A moderate positive correlation was found between the *Attitude towards socializing* and inclusive school culture ($r = 0.41$, $p < .01$), as well as between the *Attitude towards inclusion in general* and inclusive school culture ($r = 0.35$, $p < .01$), which indicates the importance of building positive attitudes of high school students towards the inclusion of students with disabilities in the regular education system, because they also affect the development of an inclusive school culture.

Table 5: Correlation analysis of selected variables (N = 496)

Variable		Inclusive school culture
Attitude towards socializing	r	,41**
	N	496
Attitude towards students' assistance	r	,03
	N	496
Attitude towards teachers' assistance	r	,07
	N	496
Attitude towards inclusion in general	r	,35**
	N	496

Note: *p < .05, **p < .01, ***p < .001

DISCUSSION

The aim of the research was to examine the attitudes of high school students towards the inclusion of students with developmental disabilities in the regular education system, taking into account participants' socio-demographic characteristics and the possible relationship between their attitudes and inclusive school culture. The results of the research showed that high school students have moderately positive attitudes towards the inclusion of students with disabilities in the regular education system. These results were also obtained several years ago in a study by Ryabov and Parfyonov (2015). They have concluded that all components of social inclusion of students with disabilities are at a mediocre level, therefore it is very difficult to talk about full integration. The socialization of students with disabilities in inclusive education cannot be achieved by transferring the features of special education to the formal education system. We need a clear and long-term organizational and pedagogical work on establishing positive interpersonal relationships in inclusive classrooms. Optimization of the regular school can be achieved by flexible and student-oriented structure, content, organization and work methods. The success of the inclusion of students with disabilities depends not only on the specific conditions, but also on the school culture and the community in general. The basic conclusion is that students with disabilities are less popular and have significantly fewer social interactions and fewer friends compared to the regular students. Also, their participation in joint activities with peers of regular development is somewhat less frequent. This was confirmed by the research results by Spelic and Zuliani (according to Jurcic, 2012), which show that students with developmental disabilities are "stars of rejection" in the classroom. They need support, understanding, respect and empathy. When they get all this from the teacher, they will get it from the other students as well. Spelic et al (2009) point out that the inclusion of children with disabilities in regular education is a challenge for all subjects of the educational process. Students in classes which involved children with disabilities developed positive attitudes such as acceptance, understanding and tolerance, while this was not a case with students who did not have students with disabilities in their classrooms (Capper and Pickett, 1994; Fisher, Pumpian and Sax, 1998, according to Spelic, Zuliani, Krizmanic, 2009). Many authors agree with this, including Zrilic (2011), who states that if children with disabilities are separated from children without disabilities, children cannot be aware of empathy and tolerance towards differences. Also, they do not recognize the values of children with disabilities and that makes a very fertile ground for developing prejudices.

It is not uncommon for students with disabilities to stop their secondary education due to misunderstanding and non-acceptance, as Popovic and Buljevac (2016) say. Factors influencing this are the programme attended (its adequacy based on the quality of the career guidance process), parents' expectations and support, individual social skills such as making and maintaining friendships, avoiding conflict and assertive behaviour, adapting to new experiences,

regularity in performing obligations, empathy, quality of the social network, previously mentioned personal factors, etc. Differences in the attitudes of high school students towards the inclusion of students with disabilities in the regular education system with regard to the socio-demographic characteristics of the participants were found in the gender and age variables, while in the type of school variable differences were not determined. The results showed that female participants and older participants (17-19 years) express more positive attitudes towards the inclusion of students with disabilities in the regular education system. A similar study was conducted by Balaz (2014) among primary school students with the aim of examining students' attitudes towards the socialization of children with disabilities, with respect to students' gender and age. The results showed significant differences between male and female students in the question 'Children with disabilities are accepted in society' ($p < 0.01$).

The chi-square test showed no significant differences between all male and all female students. Thus, the accepted hypothesis was that there were no differences between male and female students' views and attitudes towards the inclusion and socialization of children with disabilities with $p < 0,05$. Correlation analysis showed a moderately positive correlation between the attitudes of high school students towards the inclusion of students with disabilities in the regular education system and inclusive school culture, which is an important pedagogical implication of research, because it emphasizes the importance of socialization of students with disabilities in regular education system. Zic-Ralic and Ljubas point out that teachers should act through interventions in order to improve the quality of social interactions related to communication of all students and to create a positive environment for such interaction: "Special importance is given to understanding and accepting diversity and interconnectedness, as well as developing a sense of security, self-worth and class belonging in each student. Then, according to the children's needs, social skills development programmes are incorporated into everyday school activities. If some children with developmental disabilities have not acquired a certain social skill in this way, they are further worked with individually" (Zic-Ralic, Ljubas, 2013, 446). Students' attitudes towards how they feel in school and in classroom with other students are an important element for developing an inclusive school culture. Assessing students' attitudes towards other students, teachers' attitudes towards students, perceptions of cooperation, school rules, and support, as well as sharing unpleasant and pleasant feelings, school satisfaction and mutual understanding are all factors that contribute to those invisible and inarticulate elements that will provide answers needed for evaluation of inclusive school culture and guidelines for changes in the educational system in terms of creating and developing an inclusive school policy (Vican, 2013).

CONCLUSION

A review of the current status of inclusive education in our country, but also in the world, shows that there is some progress in the policy and practice of educating students with disabilities. However, it is still reasonable to expect that the process of inclusive education and socialization of students with disabilities in regular schools will encounter certain dilemmas, resistance and various challenges, both in creating educational policies and in their implementation in practice. More adequate preparation of teachers for work in inclusive schools, as well as encouraging more intense application of teaching strategies that strengthen the social functioning of students, could contribute to improving social interactions of students with disabilities in regular school. In addition, it is important to intensify research that would address the causes of disadvantaged social status of students from vulnerable groups. Also, we should examine the application and effects of certain prevention programmes aimed at improving social skills of students with disabilities.

We find the pedagogical implications of the research in emphasizing the importance of socialization, i.e. the inclusion of students with disabilities in the regular education system. This will contribute to a better understanding of students with disabilities and certainly, at least on a theoretical level, provide different views and understanding of students with disabilities from the perspective of students who are with them in educational coexistence.

REFERENCES

- Ajduković, M. & Kolesarić, V. (Eds.). (2003). *Etički kodeks istraživanja s djecom*. Zagreb: Vijeće za djecu Vlade Republike Hrvatske. Državni zavod za zaštitu obitelji, materinstva i mladeži.
- Armstrong, A. C., Armstrong, D. & Spandagou, I. (2010). *Inclusive Education: International Policy and Practice*. London: SAGE Publications.
- Armstrong, F. (2010). Inclusive education: school cultures, teaching and learning. In G. Richards, & F. Armstrong (Eds.), *Teaching and learning in diverse and inclusive classrooms: key issues for new teachers* (pp. 7-19). London: Routledge.
- Balaž, S. (2014). *Socijalizacija djece s teškoćama u razvoju* (Diplomski rad). Osijek: Filozofski fakultet. Retrieved 30/12/2020 from <https://urn.nsk.hr/urn:nbn:hr:142:029661>
- Booth, T. & Ainscow, M. (2002). *Indeks inkluzivnosti: promicanje učenja i sudjelovanja u školama*. Zenica: Pedagoški zavod.
- Bouliett, D. (2010). *Izazovi integrirarnog odgoja i obrazovanja*. Zagreb: Školska knjiga.
- Carter, E. W. & Hughes, C. (2005). Increasing social interaction among adolescents with intellectual disabilities and their general education peers: Effective interventions. *Research and Practice for Persons with Severe Disabilities*, 30(4), 179-193.
- Corsaro, W. (2005). *The Sociology of Childhood (Sociology of New Century)*. London: Pine Forge Press.
- de Boer, A. & Pijl, J. (2016). The acceptance and rejection of peers with ADHD and ASD in general secondary education. *The Journal of Educational Research*, 109(3), 325-332. <https://doi.org/10.1080/00220671.2014.958812>
- Graham, L. J. (2019). Inclusive education in the 21st century. In L. J. Graham (Ed.), *Inclusive Education for the 21st Century : Theory, Policy and Practice* (pp. 24-28). London: Routledge
- Godeau, E., Vignes, C., Sentenac, M., Ehlinger, V., Navarro, F., Grandjean, H. & Arnaud, C. (2010). Improving attitudes towards children with disabilities in a school context: a cluster randomized intervention study. *Developmental medicine and child neurology*, 52(10), 236-242. <https://doi.org/10.1111/j.1469-8749.2010.03731.x>
- Jurčić, M. (2012). *Pedagoške kompetencije suvremenog učitelja*. Zagreb: Recedo.
- Ministarstvo znanosti i obrazovanja. (2018). *Nacionalni kurikulum za strukovno obrazovanje*. Retrieved 30/12/2020 from https://narodne-novine.nn.hr/clanci/sluzbeni/2018_07_62_1295.html
- Oberman-Babić, M., Kobeščak, S. & Knezović, V. (1992). Socijalni položaj učenika oštećena vida u uvjetima odgojno-obrazovne integracije. In F. Žagar (Ed.), *Kaj hoćemo in kaj zmoremo* (pp. 228-234). Ljubljana: Pedagoška fakulteta v Ljubljani.
- Perić, M., Osmančević Katkić, L., & Fulgosi Masnjak, R. (2013). Pogledi na budućnost adolescenata s teškoćama u razvoju. *Hrvatska revija za rehabilitacijska istraživanja*, 49(1), 108-119.
- Petry, K. (2018). The relationship between class attitudes towards peers with a disability and peer acceptance, friendships and peer interactions of students with a disability in regular secondary schools, *European Journal of Special Needs Education*, 33(2), 254-268. <https://doi.org/10.1080/08856257.2018.1424782>
- Popović, S. & Buljevac, M. (2016). Prekid srednjoškolskog obrazovanja mladih s teškoćama u razvoju. *Ljetopis socijalnog rada*, 23(3), 463-488.
- Ministarstvo znanosti, obrazovanja i sporta. (2015). *Pravilnik o elementima i kriterijima za izbor kandidata za upis u I. razred srednje škole*. Retrieved 28/12/2020 from https://narodne-novine.nn.hr/clanci/sluzbeni/2015_05_49_981.html

- Ministarstvo znanosti, obrazovanja i sporta. (2015). *Pravilnik o osnovnoškolskom i srednjoškolskom odgoju i obrazovanju učenika s teškoćama u razvoju*. Retrieved 28/12/2020 from https://narodne-novine.nn.hr/clanci/sluzbeni/2015_05_49_981.html
- Romstein, K., & Sekulić-Majurec, A. (2015). Obrnuta inkluzija – pedagoške vrijednosti i potencijali. *Pedagogijska istraživanja*, 12(1-2), 41-52. Retrieved 22/12/2020 from <https://hrcak.srce.hr/178845>
- Salmon, N. (2012). "We just stick together": how disabled teens negotiate stigma to create lasting friendship. *Journal of Intellectual Disability Research*, 57(4), 347–358. <https://doi.org/10.1111/j.1365-2788.2012.01541.x>
- Schwab, S. (2017). The impact of contact on students' attitudes towards peers with disabilities. *Research in developmental disabilities*, 62, 160-165. <https://doi.org/10.1016/j.ridd.2017.01.015>
- Špelić, A. & Zuliani, Đ. (2011). Uloga empatije u socijalizaciji djece s teškoćama u razrednim sredinama. *Hrvatska revija za rehabilitacijska istraživanja*, 47(2), 96-108.
- Velki, T. & Romstein, K. (2018). Prikaz rezultata istraživanja „Implementacija inkluzije u srednje škole“ In T. Velki & K. Romstein (Eds.), *Priručnik za rad s učenicima s teškoćama u razvoju u srednjim školama* (pp. 11-36). Osijek: Fakultet za odgojne i obrazovne znanosti.
- Vican, D. (2013). Inkluzivna kultura osnovnih škola u Hrvatskoj s gledišta učenika. *Život i škola*, 30(2), 17-37.
- Vignes, C., Godeau, E., Sentenac, M., Coley, N., Navarro, F., Grandjean, H., & Arnaud, C. (2009). Determinants of students' attitudes towards peers with disabilities. *Developmental medicine and child neurology*, 51(6), 473–479. <https://doi.org/10.1111/j.1469-8749.2009.03283.x>
- Walton, E. (2016). *The language of inclusive education: exploring speaking, listening, reading, and writing*. London: Routledge.
- Hrvatski sabor. (2008). Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi. Retrieved 18/12/2020 from https://narodne-novine.nn.hr/clanci/sluzbeni/2008_07_87_2789.html
- Žic Ralić, A. & Ljubas, M. (2013). Prihvaćenost i prijateljstvo djece i mladih s teškoćama u razvoju. *Društvena istraživanja: časopis za opća društvena pitanja*, 22(3), 435-453.