

# A descriptive study of specialist and non-specialist teachers' preparation towards educational inclusion

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## **Abstract**

Attention to educational diversity in educational centers has become an important topic, so it is necessary to address challenges to offer an individualized educational response. Thus, specialist teachers must adopt a leading role in order that education systems move towards inclusion. The objective of this study is to measure Spanish primary school teachers' perceptions about their preparation for inclusive education, considering possible differences between specialist teachers (therapeutic pedagogy and hearing and speech) and non-specialist teachers. The sample was made up of 284 teachers who work in the primary education stage in public Spanish schools, who responded to the Questionnaire for the Evaluation of Teacher Preparation for Inclusion (CEFI-R). Significant differences were found according to the specialism of the participants. It can be concluded that teachers consider their initial preparation in this subject insufficient but show positive conception towards educational inclusion. © 2021 by the authors. Licensee MDPI, Basel, Switzerland.

## **Author keywords**

Inclusive education; Initial preparation; Teachers; Therapeutic pedagogy