

# **The emotional mobilization of typically developed infants towards disability for inclusion**

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## **RÉSUMÉ**

En mettant en lumière le terme mobilisation émotionnelle, ça veut dire la connaissance et la sensibilisation des élèves en maternelle avec un développement typique, pour arriver à l'affaiblissement des préjugés et des stéréotypes négatifs face à l'handicap, afin d'arriver à une éducation en commun essentielle et, en même temps, la création d'une ambiance qui va encourager une interaction positive entre eux.

En conséquence, cette recherche vise à la mobilisation émotionnelle et au virement d'opinion des enfants avec un développement typique suivant des cours à des classes d'éducation générale de la Maternelle et à des classes d'intégration, face à l'handicap.

La méthodologie utilisée est la recherche-action et est organisée sur deux éléments composants :1) une équipe expérimentale et une équipe de contrôle, 2) une variable, la narration des contes populaires convenablement choisis, laquelle, selon l'hypothèse est considérée la cause et existe à l'équipe expérimentale mais est absente, typiquement et essentiellement, de l'équipe de contrôle. On a utilisé un outil psychométrique crédible et mesuré (sous l'axe des questions-interviews) et l'échantillon de notre recherche ont été 120 (cent vingt) élèves de la Maternelle.

En conclusion, de l'analyse statistique des données de la recherche, a été clairement constatée la catalytique influence positive de la variable que l'on a utilisée aux enfants au développement typique en ce qui concerne le virement (changement d'attitude) de leurs perceptions sur l'acceptation et l'intégration des enfants handicapés ayant des besoins éducatifs spécifiques, tant dans l'environnement scolaire que dans l'environnement social, avec la connaissance des problèmes et des traits particuliers ainsi que la levée de la phobie et des préjugés avec la sensibilisation et le respect face à ces enfants.

**Mots-clés :** mobilisation émotionnelle, Maternelle, handicap, conte populaire, intégration.

## ABSTRACT

By clarifying the term emotional mobilization, we mean the knowledge and the awareness of toddlers with typical (normal) development towards disability, in order to achieve the reduction of prejudice and negative stereotypes. So, obtaining the effective inclusion and also creating a climate that encourages positive interaction between them. Consequently, the aim of this research is the emotional mobilization and conversion of the views of children with typical development towards disability. These children study at section kindergartens general education and integration classes.

The methodology which used is action research organized in two components: 1) an experimental group and a control group, 2) a variable: the narration appropriately selected folktales, which is the cause and exists in the experimental group, but absent in form and substance from the control group. We used a weighted reliable psychometric tool (with axes questions - interviews) to measure attitudes and perceptions of young children towards disability. The research's sample was 120 toddlers.

In conclusion, from the statistical analysis of the survey's data we found clearly the positive catalytic effect of the variable (narration) which used in children with typical development. Therefore, these children changed their perception regarding the acceptance and inclusion of children with disabilities and special education needs in the school and in the wider social environment, being aware of the problems and characteristics and the removal of fear and prejudice with respect towards the face these children.

**Key – words:** emotional mobilization, Kindergarten, disability, folktales, inclusion - integration.

## **Introduction**

The shared learning, the public game, the coexistence of the beginning of the school life of the child with disabilities and children with typical development is a natural evolution of social inclusion.

The Kindergarten is the first step in the educational progress of children, which is why it is crucial. The preschool is essential for the development and life of every child, so early experiences from preschool affect deeply their lives and learning at all other levels of education. Therefore, the role of kindergarten is very important because it will become acquainted effortlessly and naturally with standard child development child with disabilities and special education needs. In kindergarten, they meet, get acquainted, communicate, share toys, roles, space and time. So, they will learn the difficulties and the problems and capabilities of each. There emerges the level of awareness, acceptance and understanding. There, segregation and discrimination stop educational and general social inclusion achieved.

Certainly, the inclusion of a child with disabilities is a benefit for all children with or without disabilities, so it benefits in general the society. The link, therefore, between children with or without disabilities and the beginnings of a beautiful and better society is to know and love each other.

## **Sample and method**

Based on the data of psychology and pedagogical use a "strong" means: the folktale. The purpose of our research was the emotional mobilization of typically developed infants towards disability and more specifically: We hypothesized that the narration of folktales helps through the acquaintance of children with typical development and children with disabilities and special educational needs:

- a) Mitigation of the negative stereotypes and prejudices that are likely to infants with typical development, focusing on information-problems and weaknesses of the particular capacities-skills of children with disabilities and
- b) Awareness and familiarity towards children with disabilities, by removing the fear and creating partnerships. Also, cultivating positive attitudes towards children with

disabilities and in particular the development of communication behaviors and mutual acceptance.

The folk tales selected for narrative are appropriate for the developmental stage of the child and the persons or animals<sup>1</sup> that act in them will a disability, however, hold an important place in the evolution of action, either as heroes or as key aids but always the particular abilities are recognized despite their disability.

The survey was conducted during March and April of 2011 in Kindergartens of Epirus (Greek apartment) on a sample set of one hundred and twenty infants (research subjects) with typical development.

The methodology which best serves the purpose and research hypotheses is the action research. Consequently, research was organized in two components: 1) an observation group (experimental group), and a control group, 2) a variable (the folktale) that in the case considered the cause exists in observation group but typically and substantially absent in the control group. The groups are equivalent - identical (same source as their characters) as the number of children, the number of girls and boys and the sociocultural environment.

The tool used is the questionnaire survey of Magiati Iliana, Logotheti Anastasia-Eleni and Dockrell E. Julie<sup>2</sup> and has four axes interviews (the tool has been applied and weighted to Greek population). Certainly, the research was based on the code for equitable application of psychometric tools in education (Code of fair testing practices in education, 1988) Washington, DC: Joint committee on testing practices.

The collection of research data and the full exploitation were done using structured observation sheets and questionnaires. Total collected eventually (after leaks in the

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<sup>1</sup> According to Giallousi- Kamaratou “*For children themselves, it is difficult to find solutions for creatures that represent might be able to find. Through the story it is definitely easier to express a child as long as these heroes are always personified animals, plants or objects because the externalization of feelings and anxiety, so accomplished with less pain and greater relief*”. (Article: The tale as a tool for the teacher, Greek Mensa 4/2007).

<sup>2</sup> The research’s subject is: *Young children's understanding of disabilities: the influence of development, context and cognition*, 2002. Applied Developmental Psychology, 23. pp. 409-430. ISSN 0193-3973

control group) ninety-seven (97) sheets of observation; therefore the response is satisfactory (**Table 1**).

The sample was divided in two groups as follows: 61.9% of people formed the observation group and 38.1% in the control group (**Table 2**).

The intervention was narrative and was only in the observation group. In the control group was not narrative intervention through the folktale and unaffected children gave their honest opinions and experiences for children with disabilities and their positions on the possible inclusion of these children in their own school.

In the observation group we used a model of research before and after the intervention with variable - average folktale and narrative intervention was selected tales frequency with two sessions a week for two months.

Folktales exploited narratives belong to valid and authentic collections of folk literature as:

- “The Kontorovithouli”,<sup>3</sup> from the 64 original stories from Mani, Kassis, K. Athens, 1993: Ichor.
- “The Koutsokokotakos,”<sup>4</sup> from the folk tales of mainland Greece. Collection-Adaptation: Dawn duck-rabbit. Athens: Modern Era.
- “The Achilopoutouris”<sup>5</sup>, No.30 story from the book Kaplanoglou, M. “Red threads spun, folk tales and storytellers of the Aegean”. Athens, 2004: Patakis.

However, the two groups namely the observation group and control group, there was a discussion in 4 axes and recorded the views of two groups of students with respect to their respective axes of debate, according to psychometric tool (**Table 3**). The recommendations in each axis, i.e. the analytical questionnaire used were as follows:

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<sup>3</sup> This variation is in International Catalogue of folktales (Aarne- Thomson) AT 700 : Tom Thumb, Grimm No. 37: Danmerlings Wanderschaft. Delarue: Poçcot.

<sup>4</sup> This variation is in International Catalogue of folktales (Aarne- Thomson) AT 715: Demi-coq. Delarue: Moitié de coq.

<sup>5</sup> This variation is in International Catalogue of folktales (Aarne- Thomson) AT 510- 513: Cinderella – The hero is helped of the companions.

- 1) Experiences of children for the diversities and disabilities.
- 2) Children's attitudes toward inclusion (school integration).
  - Adaptable interview questions.
  - Children's views on diversity.
  - Knowledge and discrimination of children for the diversities and disabilities.
  - Questions about specific disabilities.
- 3) Perceptions of children towards diversity and disability.
- 4) Perceptions of children about the cause of diversity and disability.
- 5) Perceptions of children on the impact of diversity and disability.
- 6) Misconceptions, misunderstandings of children for disabilities, effects and causes.

Each sentence of each axe questions, evaluated based on the existence or not of correct perceptions by children, thus creating categories - qualitative variable per axe debate.

The answers - expressions of the views and perceptions of children (which form the survey data) in both groups of research (observation group and control group) were classified into two categories to become reliable statistical analysis. One category includes the right perceptions and attitudes of children towards disability and inclusion. And, the second involves expressions misconceptions and attitudes towards disability and school integration, inclusion and where the research subjects gave no response, had no view. The variable in each axis, i.e. the analytical questionnaire used was as following:

1st axis: "Experiences of children for diversities", the questions were:

“Have you ever seen a disabled child?”

“Where you have seen it?”

“It was different from you?”

“What was the difference?”

Depending then on the children's responses to particular categories of disability continues:

“How was the blind kid? Who was driving it?”

“How did the physically disabled child move? “

“Could it run and play like you on the playground?”

“Was it able to paint and write?”

“How did communicate the deaf and dumb child with parents and friends? “

“Can it sing and dance?”

“What’s weird did it do or did not the "different child" (meaning the mentally retarded child and the child with autism) that you would not do yourself?”

In the 2nd axis: "Children’s attitudes toward inclusion", our questions were as following:

“Do you wish these different kids (and detailed reference to specific disabilities) to be your peers?”

“Do you play with them? Would you help their difficulties and how?”

In Pillar 3: Adaptable interview questions "Children's views on diversity", our questions are moved within the diversity of disabilities, such as:

“Have all disabled children got the same problems?”

“Have they got the same difficulties?”

Then the questions were more specific and tailored to children's responses, as:

“May the blind child be deaf?”

“Can the deaf child talk?”

“May the child, who cannot walk and is sitting in a wheelchair, be blind or deaf?”

“The child does not understand the rules of the game or does not greet you or play and not talk to you, or never stay quiet play or listen to a story, may be blind or deaf or physically disabled (arms or legs)?”

Then the questions became more specific and adapted to children's responses:

“Does the disabled child or the child who has some difficulties in school (special educational needs) have other options?”

“Can it find a solution to problems and probably better than you?”

“It may be blind but is very smart?”

“It may be deaf but is very good player or a dancer or a painter or finish the puzzle first or makes the toughest construction with bricks?”

“Can it be a bit distant and playing constantly but only knows by heart all the songs and ends the first work in mathematics and language?”

On the same axis: "Perceptions about the cause of disability", our questions were as following:

“Do you think that these disabled children were always in this situation?”

“Were they were born with their difficulty? Or later presented?”

Depending on the responses of the children proceeded to more specific questions, such as:

“What is the reason that a kid stayed blind, or deaf, or physically disabled (from hand, foot) or slightly delayed?”

On the same axis: "Perceptions of the impact of disability", the questions to infants were:

“Do disabled children have friends?”

“Do they make friends easily with other children? In their school, their neighborhood, the park, the playground?”

“Do they participate in team games or games that require couples children?”

“Do they take part in school events? Or in school performances?”

“Do they want the kids to sit next to them in a play or a concert?”

On the same axis: "Misconceptions, misunderstandings of children for disabilities, effects and causes."

“What can be impacted and are disabled these kids?”

“Do children themselves blame anything?”

“What disability is the most difficult? And why?”



## Research Results

Each sentence of each axe questions, evaluated based on the existence or not of correct perceptions by children thus creating categories - qualitative variables axe debate.

To investigate the existence of a continuum of behavior in two groups, with respect to the axes of debate, answers listed below composite tabulation presentation of the distributions of the responses of the variables of unity per intervention group and control while control is applied x2.

Especially, the percentage distributions of responses of qualitative variables tool per group (**Table 4**).

At the same time, given the form of variables which are categorical in their entirety x2 is checked in order to determine any difference in the distribution of responses of these variables and hence in behavior between the intervention and control groups (statistical inference).

Checks accompanying supporting bar graph (**Table 5**).

Applying x2 in order to find different behaviors for the subpopulations, the following:

Experiences of children for diversity and disability: The distribution of responses and hence the behavior between the two groups differ significantly ( $\chi^2 = 10,808$ ,  $p = ,000$ ). Looking at the distribution of responses appears that this differentiation due to a complete reversal of the percentages of positive responses among groups with the intervention group indicate the most correct answers (71.70%).

Children's attitudes toward inclusion: The distribution of responses and hence the behavior between the two groups differ significantly (Fisher test  $p = ,000$ ). Looking at the distribution of responses shown that differentiation is due to the existence of knowledge in the observation group (intervention group) stating, in absolute percentage, positive responses while the proportion of correct statements is limited to 13.5% of pupils in control group.

Children's views on diversity: The distribution of responses and hence the behavior between the two groups differ significantly ( $\chi^2 = 39,188$ ,  $p = ,000$ ). Looking at the

distribution of responses shown that differentiation is due to the symmetrical reversal of the percentages of positive responses between groups, with the intervention group (observation group) indicate the most correct answers (83.3%), a percentage similar to the percentage of error positions control group (81.1%)

Knowledge and discrimination for diversities: The distribution of responses and hence the behavior between the two groups differ significantly ( $\chi^2 = 17,114$ ,  $p = , 000$ ). Looking at the distribution of responses shown that differentiation is due high percentage of positive responses from the observation group (75%) compared to the corresponding low rate of control group (32.4%).

Children's perceptions towards diversity: The distribution of responses and hence the behavior between the two groups differ significantly ( $\chi^2 = 45,443$ ,  $p = , 000$ ). Looking at the distribution of responses shown that differentiation is due to the symmetrical reversal of the percentages of positive responses between groups, with the intervention group indicate the most correct answers (83.3%), as about the proportion of wrong positions control group (86.5%).

Perceptions of their cause: The distribution of responses and hence the behavior between the two groups differ significantly ( $\chi^2 = 52,518$ ,  $p = , 000$ ). Looking at the distribution of responses shown that differentiation is due high percentage of positive responses from the observation group (91.7%) compared to the corresponding low rate of control group (18.9%).

Perceptions of the impact: similar distribution of responses and hence the behavior between the two groups differ significantly ( $\chi^2 = 16,874$ ,  $p = , 000$ ). Looking at the distribution of responses shown that differentiation is due high percentage of positive responses from the observation group (61.7%) compared to the corresponding low rate of control group (18.9%).

Misconceptions about disabilities, effects, causes: The distribution of responses and hence the behavior between the two groups differ significantly ( $\chi^2 = 8,793$ ,  $p = , 003$ ). Looking at the distribution of responses shown that differentiation is due high percentage of positive responses from the observation group (80%) while in the case of control group students are almost split between good and wrong perceptions with the percentage of students who recorded good returns and stops to limit compared

with 48.6% at observation group.

The answers - expressions of attitudes - views and perceptions of infants (which constitute the data in this research phase) in both groups of research (observation group and control group), learned through interviews, classified into two categories to become a reliable statistical analysis. One category includes the right perceptions and attitudes of children towards disability and school integration. And, the second involves expressions, misconceptions and attitudes towards disability and school integration, inclusion and where the research subjects gave no response, had no view.

The statistical analysis of the data showed indisputably that narrative intervention with our folk tales has a catalytic effect on children who were the observation group, the experimental group. Therefore, observing between the two groups, observation and control complete reversal of responses.

For example how the axis of questions about children's experiences on diversity and disability, we observe a large diversity of responses between the two groups ( $\chi^2 = 10.808$ , where  $\chi^2$  is the test of homogeneity in behavior of populations). The observation group expresses correct notions by 71.7 % and only 28.3 % of children do not have an opinion or express misconception , unlike the control group where the corresponding correct perceptions are only 37.8 % , while 62 , 2 % do not have an opinion or express misconception .

Significantly diversified the variable "Attitudes of children toward school integration," where the observation group with 100% accepts disabled children at their school, compared to the control group where only 13.5% gave positive responses while 86.5% had no opinion on the matter or did not express the correct view.

For the variable "Children's views on diversity," the children of the observation group had an 83.3% correct perception and only 16.7% did not answer or were not correct perceptions. Compared to the control group where only 18.9% of children expressed correct opinions on the topic-variable, while 81.1% or no view or had wrong perceptions.

The variable "Knowledge and discrimination on the diversities" was percentage of correct views in the observation group 75.0%, versus 25.0% of false views and

perceptions and those who did not reply. The control group had 32.4% of children with correct perceptions and 67.6% of children had no opinion or were incorrect.

Conversely response rates have almost the variable “Perceptions of children towards diversity”. Thus we see the children of the group to express observation correct opinions by 83.3% and the same group of children who had no opinion or had wrong perceptions and opinions were 16.7%. Towards children in the control group, the proportion of children who expressed correct opinions constituted 13.5% and only children who had no opinion or had misperceptions and opinions were 86.5%.

Then the variable “Perceptions of their cause” was impressive percentage of correct perceptions of children observation team at 91.7%, while only 8.3% of children in the same group had no opinion or did not have correct perceptions and opinions. Towards children in the control group, where only 18.9% of children expressed correct perceptions on the variable-and 81.1% of the children expressed concern or misperceptions.

For the variable “Perceptions of their impact”, children of observation team answered correctly at a rate of 61.7% and 38.3% of children in this group had no opinion on the subject or answered wrongly. Children in the control group answered correctly by 18.9% while the percentage of children who did not know and had no view was the 81.1%.

Finally, the variable “Misconceptions about disabilities, effects, causes”, the children of group observation correct perceptions expressed by 80.0% and only 20.0% of children in this group had no opinion or expressed or wrong perceptions. Towards children in the control group, where 48.6% of children expressed correct perceptions on the variable-and 51.4% of children had no opinion or not responded or expressed misperceptions.

### **Qualitative data:**

Some of the correct perceptions of child disability and diversities were to have seen blind people have seen disabled men with no arms or legs in a wheelchair, had experiences of deaf (emphasizing more mutism), had seen on TV that used the

disabled superbly members to paint by holding the brush or mouth (even a child showed a pantomime that draw people with disabilities in the mouth), said that children who cannot speak communicate with the body. Perceive the difference recovery and permanent damage.

Regarding their perceptions of the school integration of disabled children, said that they want these guys to be with them and play, they would like to have a disabled classmate with them. Also, they had intense moods altruism like that, we wanted them children and can and want to help them, to give them a hand, an eye. Declare willingness to help a disabled man is either the teacher or a classmate. They also stated that would take care of a disabled child, would go to the doctor and they would do everything for it, will held its hand to jump and painted them instead of one. They agreed that we should take care of the shy and reluctant children. And they said that would help a blind man in the street.

The variable that refers to children's views on diversity and knowledge of diversity and discrimination and disability, we observed that children in the kindergarten section is near portion inclusion kindergarten (usually co-located) , easily grasp the diversity and public disability . Children in the experimental group were brought to the debate as an example of the heroes in narrated folktales as the lame and blind boy, “Koutsopeteinos”, the “Achilopoutouris”, the “Kontorovithouli”.

They believe that each child is different , other is brown , the other has blue eyes , the other is short like Kontorovithouli and another is tall like giant , however, distinguish the difference of physical disability . In addition to sensory and physical disabilities referred to mental retardation with the word "stupid» child. Perceive mental retardation as a difficulty to play in the park or in the school yard a child without injury, and to understand the space that is not to leave alone without its parents. And to understand the commands of kindergarten right and participate in the activities. To also makes beautiful paintings and be wise and obedient.

The views of children for variable “perceptions of children towards diversity and disability”, were also impressive. Children express that when someone is deaf, dumb or blind would find solutions to their problems because they are not «dumb." The peers with disabilities in general are not «dumb " kids. Say they love their children with disabilities and how these are smart kids and play them. Also refer to the "

Achilopoutouri " (one of the heroes of Narrated folk tales) , and the girls say they would marry and his achievement to go to the king the severed head of the dragon , although it was a despised , shy and stamped unworthy child .

The variable "perceptions of the cause of disability", we have a variety of correct views of children. As blindness in a child can be brought on by a serious illness or an accident. Also, stated as a cause of blindness an accident during his birth. For physical disabilities, say they know children who were left by accident in "access" (mean wheelchair). Also refer to the possible causes of his disability «Koutsopeteinos" (one of the heroes of narrated folktales), saying it was lame because ate a chicken.

With regard to children's views of the variable ' Misconceptions - Misunderstandings children for disabilities, effects, causes, was different. We noticed, however, that children in the experimental group were to large extent correct perceptions about this variable, towards children in the control group where they misunderstood disability. The last of the children reported that someone becomes deaf when listening cd with headphones at high volume, but do not consider deafness severe disability and declared as 'easy'. Also, most children felt that the causes of disabilities are by accident (as recounted and own experiences), but cannot understand the concept of permanent disability. To say that blindness can be caused because he saw a lot of TV or got too close, or fell light from the lens to the eyes or a child may be born blind but his eyes will grow after.

As regards the severity of each disability and the two groups of children who participated in the third phase of our research progress, said the severe disability is blindness and then physical disabilities ( not having feet first and have no hands second) worth noting that children in the experimental group the difficulty in every disability is perceived based on the heroes of fairy tales that , admiring them for their abilities , ( but understand the importance of the giver and the gift of magic ) , but understand that sacrifice is what makes him a hero . During confession of Preschool, children's behavior - research subjects amended positive and tend to maintain long term.

## **Conclusions – Discussion**

From the research data obtained significant differentiation of positive responses among groups with the intervention group indicate the most correct answers.

The findings reviewed suggest the educational importance of fairy tale as an instrument for the contribution to the culture of acceptance of diversity on the side of children with typical development. According to Andreadis, D. by interpreting the educational importance of teaching the story, add to their language goals and the value of the content of the tale, which responds to the spiritual development of children and contributes to the cultivation of moral conscience. Nouaros, R.N and Sourlas, E. suggested that psychological analysis depend on the aspect of pedagogy for his contribution to the story suggested

**From the analysis of the question-axes interviews found clearly positive catalytic effect of narrative folktale to children with typical development as to shift their perceptions regarding the acceptance and inclusion of children with disabilities and special educational needs a in school and in the wider social environment.**

Therefore, the results of this study suggest that our narrative speech with folk tales had a substantial impact on children who comprised the group observation that is the experimental group. Observing then, between the two groups (observation and control) complete reversal of responses, such as the axis of questions about children's experiences on diversity and disability; we observe a large diversity of responses between the two groups. The observation group expresses correct notions by 71.7 % and only 28.3 % of children do not have an opinion or express misconception , unlike the control group where the corresponding correct perceptions are only 37.8 % , while 62 , 2 % do not have an opinion or express misconception .

The benefits which derived from this research are particularly important as they offer to the kindergarten teachers the possibility of challenge to test new research data and utilize the narrative folktales for teaching activities, aimed at accession course students with disabilities and special educational needs, according to the modern needs of our times.

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## **Figure captions**

**Table 1:** Frequency between two groups (observation and control).

**Table 2:** Percent between two groups (observation and control).

**Table 3:** The axes of debate common to both groups (observation and control).

**Table 4:** Percentage panel survey data.

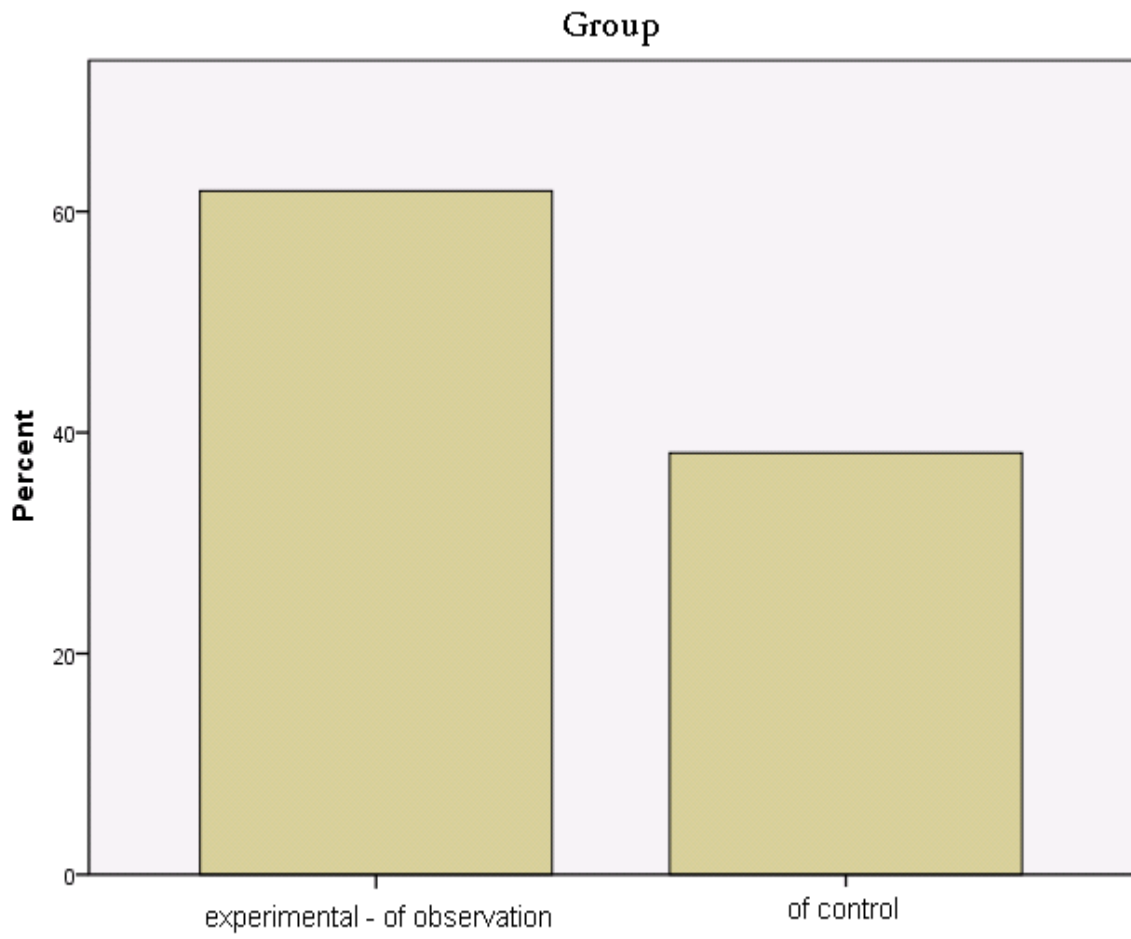
**Table 5:** Comparative bar graph which allocates percentages of responses per  
axe group interview and sample group.

**Table 1**

**GROUP**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Experimental - observation</b>	<b>60</b>	<b>61,9</b>	<b>61,9</b>	<b>61,9</b>
<b>Control</b>	<b>37</b>	<b>38,1</b>	<b>38,1</b>	<b>100,0</b>
<b>Total</b>	<b>97</b>	<b>100,0</b>	<b>100,0</b>	

**Table 2**



**Table 3**

<b>Experiences of children for the diversities and disabilities.</b>
<b>Children's attitudes toward inclusion (school integration).</b>
<b>Children's views on diversity</b>
<b>Knowledge and discrimination on the diversities</b>
<b>Perceptions of children towards diversity and disability.</b>
<b>Perceptions of children about the cause of diversity and disability.</b>
<b>Perceptions of children on the impact of diversity and disability</b>
<b>Misconceptions, misunderstandings of children for disabilities, effects and causes</b>

**Table 4**

VARIABLE	ANSWERS	GROUP		X2	df	p
		Observation	Control			
<b>Experiences of children for the diversities and disabilities</b>	Express right perceptions	<b>71,7%</b>	<b>37,8%</b>	<b>10,808</b>	<b>1</b>	<b>,001</b>
	There is no opinion or expression wrong perceptions	<b>28,3%</b>	<b>62,2%</b>			
<b>Children's attitudes toward inclusion (school integration)</b>	Express right perceptions	<b>100,0%</b>	<b>13,5%</b>	<b>77,439</b>	<b>1</b>	<b>,00*</b>
	There is no opinion or expression wrong perceptions	<b>0%</b>	<b>86,5%</b>			
<b>Children's views on diversity</b>	Express right perceptions	<b>83,3%</b>	<b>18,9%</b>	<b>39,188</b>	<b>1</b>	<b>,000</b>
	There is no opinion or expression wrong perceptions	<b>16,7%</b>	<b>81,1%</b>			

<b>Knowledge and discrimination on the diversities</b>	Express right perceptions	<b>75,0%</b>	<b>32,4%</b>	<b>17,114</b>	<b>1</b>	<b>,000</b>
	There is no opinion or expression wrong perceptions	<b>25,0%</b>	<b>67,6%</b>			
<b>Perceptions of children towards diversity and disability</b>	Express right perceptions	<b>83,3%</b>	<b>13,5%</b>	<b>45,443</b>	<b>1</b>	<b>,000</b>
	There is no opinion or expression wrong perceptions	<b>16,7%</b>	<b>86,5%</b>			
<b>Perceptions of children about the cause of diversity and disability</b>	Express right perceptions	<b>91,7%</b>	<b>18,9%</b>	<b>52,518</b>	<b>1</b>	<b>,000</b>
	There is no opinion or expression wrong perceptions	<b>8,3%</b>	<b>81,1%</b>			



<b>Perceptions of children on the impact of diversity and disability</b>	Express right perceptions	<b>61,7%</b>	<b>18,9%</b>	<b>16,874</b>	<b>1</b>	<b>,000</b>
	There is no opinion or expression wrong perceptions	<b>38,3%</b>	<b>81,1%</b>			
<b>Misconceptions, misunderstandings of children for disabilities, effects and causes</b>	Express right perceptions	<b>80,0%</b>	<b>48,6%</b>	<b>8,793</b>	<b>1</b>	<b>,003</b>
	There is no opinion or expression wrong perceptions	<b>20,0%</b>	<b>51,4%</b>			

*\* p=, 000 checking with Fisher's Exact Test*

**Table 5**

