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# ITIDE – Training Needs Survey Analysis 2015



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# 1 Introduction

This report on the initial stakeholder survey of training needs was produced as part of the European Commission Erasmus+ funded ITIDE Project. It presents the findings from the survey conducted by all the partner countries to investigate the need for online training materials in inclusion.

## 2 About the survey

A questionnaire was completed by 534 participants in the Autumn of 2015. An English version of the questionnaire was translated by partners into national languages.

The participants were an opportunity sample recruited by ITIDE partners. Although any definitive judgement is impossible with the data we have available, it would seem likely that the sample is skewed towards individuals who had already taken part in some form of training or further education.

## 3. Findings

### National patterns

The respondents were split between the six ITIDE participating nations as follows.

| Country             | Participants | %  |
|---------------------|--------------|----|
| Austria             | 28           | 5  |
| Bulgaria            | 21           | 4  |
| Republic of Ireland | 294          | 55 |
| Spain               | 63           | 12 |
| Turkey              | 85           | 16 |
| United Kingdom      | 43           | 8  |
| TOTAL               | 534          |    |

The size of the representation from the Republic of Ireland would be expected to affect the characteristics of the sample as a whole.



## Employment

Respondents were asked to classify the nature of their employment.

|   |    |
|---|----|
| Teacher/senior teacher/instructional coordinator                            | 90 |
| Teacher – special educational needs co-ordinator / inclusion manager        | 69 |
| Social worker   | 62 |
| Teacher – senior leadership position  | 60 |
| Specialist teacher – high-incidence disabilities: resource and/or inclusion | 31 |
| Specialist teacher – autistic spectrum disorders                            | 26 |
| Teaching assistant/learning support assistant/instructional aides           | 23 |
| Specialist teacher – low-incidence disabilities                             | 22 |
| Psychologist – educational  | 11 |
| Specialist teacher – child development                                      | 10 |
| Teacher – newly qualified   | 6  |
| Specialist teacher – emotional/behavioural                                  | 5  |
| Personal Care Assistants  | 3  |
| Professional caregiver  | 3  |
| Psychologist – clinical   | 3  |
| Assistive technology practitioner/specialist                                | 2  |
| Psychologist – behaviour analyst  | 2  |

29 respondents described their occupation as ‘other’ and a further 52 did not complete this field.

There were national variations in the profile of respondents. 24 of the 26 respondents who self-identified as ‘specialist teacher: autistic spectrum disorders’ came from the Republic of Ireland. 58 of the 62 participants who described themselves as ‘social workers’ were from Turkey. Some of these differences could conceivably be due to interpretation of the occupation descriptions.

## Age of learners with whom participants worked

Participants were asked to identify the age of the learners with whom they habitually worked: multiple responses were permitted.

| Age group (years) | Number |
|-------------------|--------|
| 0-4               | 151    |
| 4-12              | 307    |
| 12-19             | 213    |
| 19-25             | 52     |
| 25+               | 5      |

The profile here seems to be somewhat skewed towards younger learners.



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## Specialist or inclusive setting

We were interested to know how respondents self-identified in terms of working in specialist or inclusive provision.

248 said they worked in a 'special' or 'disability' setting  
272 reported working in an 'inclusive' or 'mainstream' setting  
65 said they worked in both

## Type of SEN/Disability of learners the participants worked with

| SEN/D   | n   |
|---|-----|
| Autism Spectrum Disorder                      | 345 |
| Speech, Language and Communication Needs      | 325 |
| Social Emotional and Behavioural Difficulties | 319 |
| Specific Learning Disorder (e.g. Dyslexia)    | 294 |
| Moderate Learning Disorder                    | 282 |
| Physical Disability                           | 182 |
| Mental Health Disorder                        | 130 |
| Multiple Sensory Impairment                   | 119 |
| Hearing Impairment                            | 112 |
| Severe Learning Disorder                      | 110 |
| Visual Impairment                             | 97  |
| Profound and Multiple Learning Disorder       | 65  |
| Other   | 29  |

## How often do you provide support to learners with intellectual or physical disabilities?

| How often?            | n   |
|-----------------------|-----|
| Never                 | 31  |
| Less than once a week | 72  |
| More than once a week | 87  |
| Everyday              | 308 |



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## Highest Level of Education of participants

| Highest level of education | n   |
|----------------------------|-----|
| None                       | 33  |
| Bachelors' degree          | 157 |
| Professional postgraduate  | 94  |
| Masters                    | 117 |
| Other professional         | 28  |
| Doctorate                  | 11  |

## Participants' views on Training Received

The general trend that emerged here was that respondents expressed less satisfaction with the frequency of the training they had received than with the quality of that training.

|                       | very good | good | fair | poor | very poor |
|-----------------------|-----------|------|------|------|-----------|
| Quality of Training   | 79        | 162  | 116  | 56   | 18        |
| Frequency of Training | 48        | 116  | 156  | 78   | 34        |

Responses to a question asking participants to rate their levels of professional skills were as follows.

|   | very confident | Quite confident | Neither confident nor unconfident | Quite unconfident | very unconfident |
|---|----------------|-----------------|-----------------------------------|-------------------|------------------|
| How do I feel about my professional skills? | 74             | 220             | 102                               | 32                | 3                |

Some of this variation was explored further. The following table shows levels of satisfaction with training for different self-identified job titles (note: the analysis only considers those job titles with  $n > 10$ )

| Job title  | Average response<br>(1=very good...5=very poor) |
|--|---|
| Teacher – special educational needs co-ordinator / inclusion manager   | 1.48  |
| Psychologist – educational   | 1.64  |
| Specialist teacher – high-incidence disabilities: resource and/or inclusion  | 1.86  |
| Specialist teacher – autistic spectrum disorders   | 1.90  |
| Social worker  | 1.90  |
| Specialist teacher – child development   | 1.91  |
| Teacher - senior leadership position   | 1.92  |
| Teacher/senior teacher/instructional coordinator   | 2.20  |
| Teaching assistant/learning support assistant/instructional aides  | 2.20  |
| Specialist teacher – low-incidence disabilities (e.g. sensory, developmental, and/or multiple/severe disabilities) | 2.39  |

Levels of satisfaction with training received were analysed by country of respondent: the figures are shown as percentages of the total for each country.

|          | very good | good | fair | poor | very poor |
|----------|-----------|------|------|------|-----------|
| Austria  | 4%        | 29%  | 61%  | 7%   | 0%        |
| Bulgaria | 14%       | 29%  | 33%  | 19%  | 5%        |
| Spain    | 9%        | 46%  | 35%  | 7%   | 4%        |
| Ireland  | 20%       | 33%  | 23%  | 18%  | 6%        |
| Turkey   | 24%       | 53%  | 14%  | 7%   | 2%        |
| UK       | 24%       | 28%  | 44%  | 4%   | 0%        |



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## Demand for further training

Participants were asked to examine the 16 areas of content available in the Complex Needs materials ([www.complexneeds.org.uk](http://www.complexneeds.org.uk)) and were also asked to comment on their own level of expertise in each area. The tables below present the number of respondents giving each response in each area. The shaded column indicates the data on which the table is sorted.

|   | No previous training | Basic training | I Consider myself an expert | I would want more training | I Don't want more training |
|---|----------------------|----------------|-----------------------------|----------------------------|----------------------------|
| Working with families                               | 116                  | 158            | 132                         | 306                        | 100                        |
| Promoting positive behaviour and relationships      | 75                   | 177            | 155                         | 298                        | 109                        |
| Working with professionals from other disciplines   | 109                  | 160            | 133                         | 296                        | 106                        |
| Communication augmentative and assistive strategies | 117                  | 164            | 122                         | 296                        | 107                        |
| Emotional wellbeing and mental health               | 98                   | 173            | 135                         | 295                        | 111                        |
| Promoting quality of life                           | 137                  | 153            | 115                         | 290                        | 115                        |
| Insights from neuroscience                          | 192                  | 130            | 80                          | 289                        | 113                        |
| Engaging children in learning                       | 55                   | 188            | 166                         | 284                        | 125                        |
| Communication and interaction                       | 58                   | 155            | 188                         | 276                        | 125                        |
| Assessment monitoring and evaluation                | 49                   | 174            | 179                         | 274                        | 128                        |
| Planning teaching and learning                      | 52                   | 154            | 197                         | 264                        | 139                        |
| Developing inquiry-based practice                   | 125                  | 108            | 80                          | 263                        | 50                         |
| Privacy and dignity in personal care                | 168                  | 137            | 96                          | 259                        | 142                        |
| How children develop                                | 44                   | 203            | 158                         | 258                        | 147                        |
| Developing a curriculum                             | 91                   | 167            | 140                         | 253                        | 145                        |
| Your government's policy and guidance               | 97                   | 181            | 123                         | 241                        | 160                        |





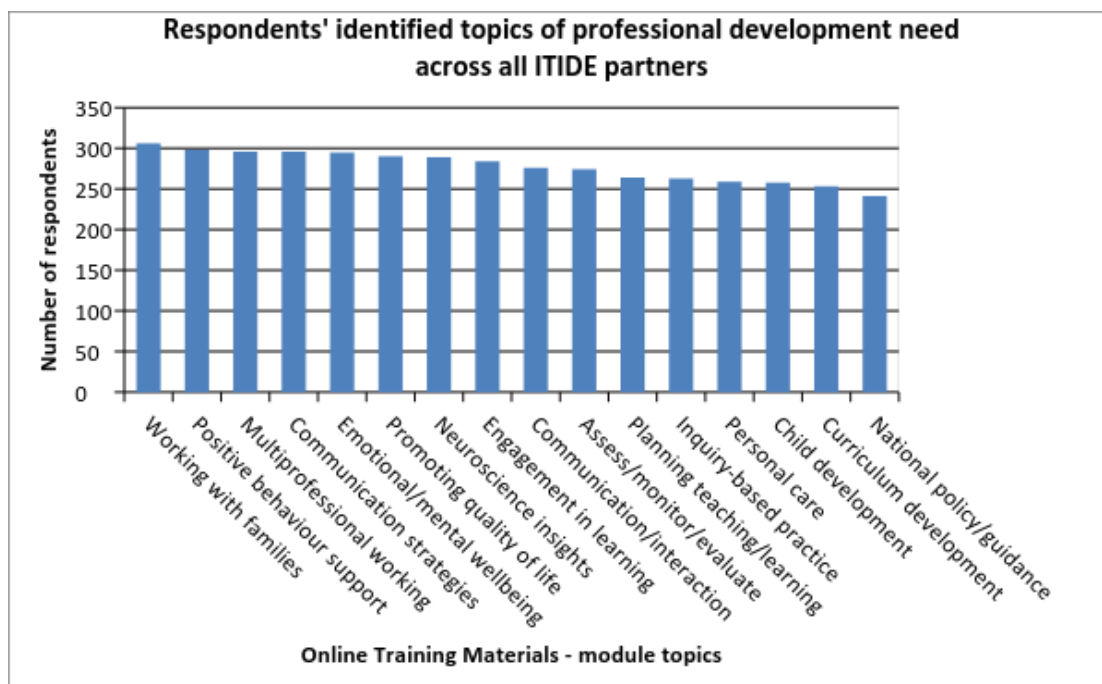
|   | No previous training | Basic training | I Consider myself an expert | I would want more training | I Don't want more training |
|---|----------------------|----------------|-----------------------------|----------------------------|----------------------------|
| Insights from neuroscience                          | 192                  | 130            | 80                          | 289                        | 113                        |
| Privacy and dignity in personal care                | 168                  | 137            | 96                          | 259                        | 142                        |
| Promoting quality of life                           | 137                  | 153            | 115                         | 290                        | 115                        |
| Developing inquiry-based practice                   | 125                  | 108            | 80                          | 263                        | 50                         |
| Communication augmentative and assistive strategies | 117                  | 164            | 122                         | 296                        | 107                        |
| Working with families                               | 116                  | 158            | 132                         | 306                        | 100                        |
| Working with professionals from other disciplines   | 109                  | 160            | 133                         | 296                        | 106                        |
| Emotional wellbeing and mental health               | 98                   | 173            | 135                         | 295                        | 111                        |
| Your government's policy and guidance               | 97                   | 181            | 123                         | 241                        | 160                        |
| Developing a curriculum                             | 91                   | 167            | 140                         | 253                        | 145                        |
| Promoting positive behaviour and relationships      | 75                   | 177            | 155                         | 298                        | 109                        |
| Communication and interaction                       | 58                   | 155            | 188                         | 276                        | 125                        |
| Engaging children in learning                       | 55                   | 188            | 166                         | 284                        | 125                        |
| Planning teaching and learning                      | 52                   | 154            | 197                         | 264                        | 139                        |
| Assessment monitoring and evaluation                | 49                   | 174            | 179                         | 274                        | 128                        |
| How children develop                                | 44                   | 203            | 158                         | 258                        | 147                        |



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## 1. Summary

The results of the training needs survey suggest that, whilst participants are on the whole satisfied with the training they have already received, they still have a desire for further training. This desire for training covers all the modules within the complex needs materials, with the highest number of respondents identifying the following as training needs:

- Working with families (61%)
- Positive behaviour support (59%)
- Multi-professional working (59%)
- Communication strategies (59%)
- Emotional/mental well-being (59%)

There is therefore a need for quality online resources which can be used to deliver effective training in inclusion either to individuals or to groups. Teachers and professional need to feel confident in their skills and knowledge in order to deliver inclusive education: we know from research that this will benefit some of the most excluded groups of learners across Europe.



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## APPENDIX – QUESTIONNAIRE TEXT

### Inclusion Training in Intellectual Disabilities for Educators in Europe

#### STAKEHOLDER SURVEY

**We are developing Training Materials to support teachers and other professionals who teach children and adults with special educational needs and intellectual disabilities. Help make the Training Materials relevant to your needs by answering the questions below. The contributions to this survey of professionals like you are improving training opportunities for education professionals in Europe.**

**(For definitions of ‘special educational needs’ and ‘intellectual disabilities’, see attached.)**

|                 |  |
|-----------------|--|
| Date            |  |
| Name (optional) |  |
| Job title       | <input type="checkbox"/> Teaching assistant/learning support assistant/instructional aides<br><input type="checkbox"/> Personal Care Assistants<br><input type="checkbox"/> Assistive technology practitioner/specialist<br><input type="checkbox"/> Teacher/senior teacher/instructional coordinator<br><input type="checkbox"/> Teacher – senior leadership position<br><input type="checkbox"/> Teacher – special educational needs co-ordinator / inclusion manager<br><input type="checkbox"/> Teacher – newly qualified<br><input type="checkbox"/> Specialist teacher – autistic spectrum disorders<br><input type="checkbox"/> Specialist teacher – child development<br><input type="checkbox"/> Specialist teacher – emotional/behavioural<br><input type="checkbox"/> Specialist teacher – gifted and talented<br><input type="checkbox"/> Specialist teacher – hearing impairment<br><input type="checkbox"/> Specialist teacher – low-incidence disabilities (e.g. sensory, developmental, and/or multiple/severe disabilities)<br><input type="checkbox"/> Specialist teacher – high-incidence disabilities: resource and/or inclusion<br><input type="checkbox"/> Specialist teacher – visual impairment<br><input type="checkbox"/> Professional caregiver<br><input type="checkbox"/> Social worker<br><input type="checkbox"/> Health specialist – audiologist<br><input type="checkbox"/> Health specialist – consultant/doctor<br><input type="checkbox"/> Health specialist - nurse<br><input type="checkbox"/> Therapist – occupational<br><input type="checkbox"/> Therapist – physio/physical<br><input type="checkbox"/> Therapist – arts (e.g. art, music)<br><input type="checkbox"/> Therapist – play/recreational<br><input type="checkbox"/> Therapist/pathologist – speech and language<br><input type="checkbox"/> Psychologist – behaviour analyst<br><input type="checkbox"/> Psychologist – clinical<br><input type="checkbox"/> Psychologist – educational<br><input type="checkbox"/> Certified counsellor<br><input type="checkbox"/> Other (please state below) |



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|  |                |  |
|--|----------------|--|
|  | .....<br>..... |  |
| School / organisation name   |                |  |
| Which service-user group(s) do you work with?  | Age range?     | Special educational needs / disability type? (Please tick.)<br><br><b>Communication and Interaction</b><br><input type="checkbox"/> Speech, Language and Communication Needs (SLCN)<br><input type="checkbox"/> Autistic Spectrum Disorders (ASD)<br><br><b>Cognition and Learning</b><br><input type="checkbox"/> Moderate learning difficulties (see definition below)<br><input type="checkbox"/> Severe learning difficulties (see definition below)<br><input type="checkbox"/> Profound and multiple learning difficulties (see definition below)<br><input type="checkbox"/> Specific learning difficulties (dyslexia, dyscalculia and dyspraxia)<br><br><b>Social, emotional and mental health difficulties</b><br><input type="checkbox"/> Social and emotional difficulties<br><input type="checkbox"/> Diagnosed mental health disorders or illness<br><br><b>Sensory or Physical needs</b><br><input type="checkbox"/> Vision impairment (VI)<br><input type="checkbox"/> Hearing impairment (HI)<br><input type="checkbox"/> Multi-sensory impairment (MSI)<br><input type="checkbox"/> Physical disability (PD)<br><br><b>Other</b> (please state below and overleaf if necessary)<br><input type="checkbox"/><br><br><input type="checkbox"/><br><br><input type="checkbox"/><br><br><input type="checkbox"/> |
| What type of service do you work for? (e.g. primary school, nursery, adult day centre, etc.) |                | <ul style="list-style-type: none"> <li>• Mainstream setting?</li> <li>• Disability/special education setting?</li> </ul> (Please tick.)  |
| Town, Country  |                |  |

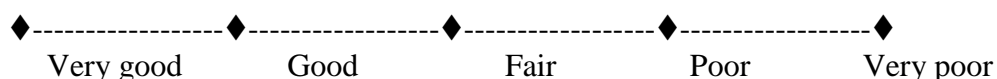
1. How many years have you worked in education (in total)?

2. What teaching qualifications of any kind do you have? (If none, write 'none'.)

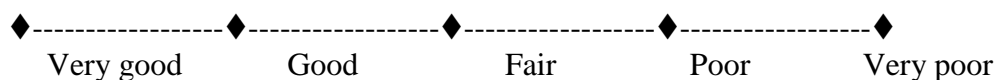
3. How often do you teach or provide learning support to an individual with intellectual disabilities?

- Never
- Sometimes (less than once a week)
- Often (at least once a week)
- Always (every day)

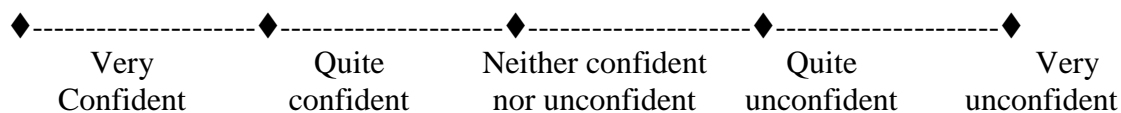
4. How would you describe the quality of training you have received to teach or provide learning support to individuals with intellectual disabilities?



5. How do you feel about the frequency of training you have received to teach or provide learning support to individuals with intellectual disabilities?



6. How do you feel about your professional skills in teaching or providing learning support to individuals with intellectual disabilities?



7. In your answer to Question 6, what makes you think that?

8. Describe the difficulties and disabilities of the individual you have found most difficult to engage in learning.

9. Based on your experience, what are your three most-used strategies when you are teaching or providing learning support for individuals with intellectual disabilities? (If for a specific intellectual disability, please state which one.)

- 
-

10. Assuming that further training is possible, how would you feel about receiving training in the following areas to support teaching and learning for individuals with intellectual disabilities (please type 'x' to show your choice):

| <b>Opinion</b><br><b>Area of training</b>  | I have not been trained in this area, and I <u>do not want</u> training | I have not received training in this area, and I <u>would like</u> training | I have had basic training, and I <u>do not want</u> further training | I have had basic training, and I <u>would like</u> further training | I am very skilled in this area, and I <u>do not want</u> further training | I am very skilled in this area, and I <u>would like</u> further training |
|--|---|---|--|---|---|--|
| A. How children develop  |   |   |  |   |   |  |
| B. Your government's policy and guidance on special educational needs and disability |   |   |  |   |   |  |
| C. Working with families to support children's learning                              |   |   |  |   |   |  |
| D. Promoting quality of life   |   |   |  |   |   |  |
| E. Planning teaching and learning  |   |   |  |   |   |  |
| F. Communication and interaction   |   |   |  |   |   |  |
| G. Developing a curriculum   |   |   |  |   |   |  |
| H. Assessment, monitoring and evaluation   |   |   |  |   |   |  |
| I. Communication – augmentative and assistive strategies                             |   |   |  |   |   |  |
| J. Engaging individuals in learning  |   |   |  |   |   |  |
| K. Promoting positive behaviour and relationships                                    |   |   |  |   |   |  |
| L. Emotional wellbeing and mental health   |   |   |  |   |   |  |
| M. Working with professionals from other disciplines to                              |   |   |  |   |   |  |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| support individuals' learning           |  |  |  |  |  |  |
| N. Privacy and dignity in personal care |  |  |  |  |  |  |
| O. Insights from neuroscience           |  |  |  |  |  |  |
| P. Developing inquiry-based practice    |  |  |  |  |  |  |

11. What other areas of training in intellectual disability teaching would be helpful to you?

12. If you have any other comments or suggestions you would like to make, please write them below.

13. Others like yourself have expressed an interest in future involvement with the ITIDE Training Materials project. If you would also like to learn more please give telephone and/or email contact details.

.....  
 .....

**THANK YOU!**  
 for contributing to the ITIDE Training Materials for educators of learners with intellectual disabilities.  
 If you would like to know the outcomes to this survey, please write or type your email address below.