

LINKED - Research “Inclusive Competences“

Implications for a Training Programme for School Pupils with Particular Consideration of Spirituality as a Central Resource

Problem Description

What specific competences are essential to encourage inclusive behaviour between people and to develop an inclusive society?
(UNESCO, 1994; Deutsche UNESCO-Kommission, 2010, 2014)

Aims

- Research into inclusive competences (inc. attitudes, norms, cognition, emotions) with the main focus on spirituality
- Ascertain the implications for promoting inclusive competences

Theoretical Basis

• Social competence and social cognitive learning

Empathy and sympathy; problem-solving strategies; communication; emotional self-control; morality and mindfulness
(Baumgartner and Alsaker, 2008; Miller, 2008; Zand et al., 2014; Bensalah et al., 2016; Hemmeter and Ostrosky, 2017; Paulus, 2017)

• Emotional competences as reciprocal prerequisite of social competences

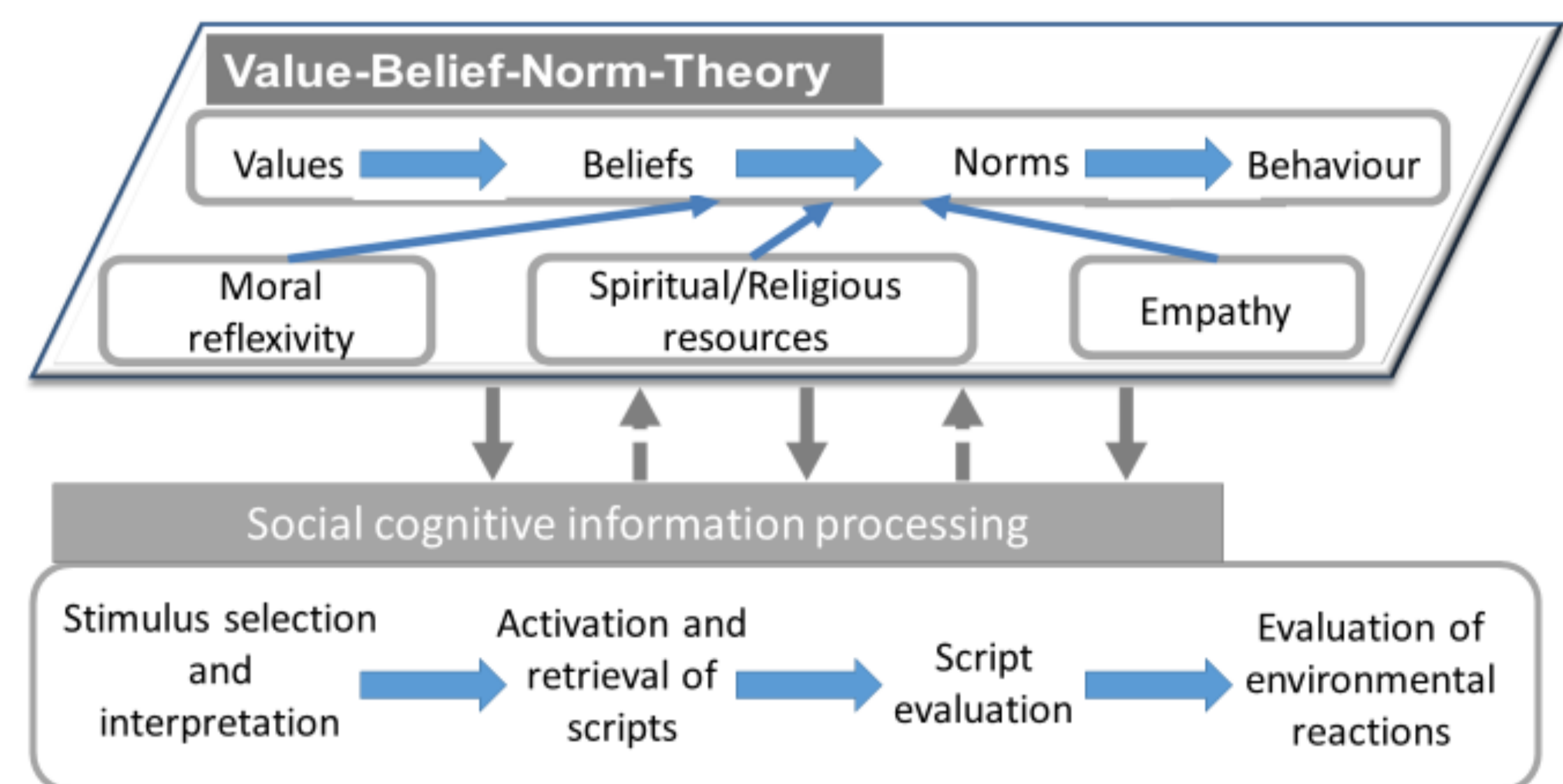
Factor for compensating for discrimination, problems and constraints; school achievement and well-being; maturity; learning and social behaviour; friendships
(Gut et al., 2012; José, 2016; Petermann and Wiedebusch, 2016)

• (Inter)cultural competences

Emotional resilience; openness and impartiality; identity; language and interaction; avoidance of uncertainty; dealing with alienation; respect
(Ringeisen et al., 2008; Auernheimer, 2014)

• Spirituality as a human resource, (inter)religious and spiritual competences

Development of values and personality; coping and well-being; fellowship;
(Donahue et al., 2006; Freudenreich and Mette, 2006; Freudenreich 2011; Zhang, 2012; 2013; Zhang and Wu, 2013; Kammeyer et al. 2014; Büssing et al., 2016; Mendez et al., 2017)



Based on the social cognitive model for information processing (e.g. Crick & Dodge, 1994; Boxer & Dubow, 2001; Dobow et al. 2009); adaptation of the VBN-Theory (Stern et al. 1999; Stern, 2000)

Research Questions

I. How can the construct of “inclusive competences“ be operationalised distinctly from other competence theories?

II. What individual psychological predictor variables do inclusive competences require (resources, attitudes)?

III. What implications can be derived for the development of a school development concept?

Research Design

Phase I: Operationalisation of inclusive competences and attitudes

- Focus groups with experts: parents, teachers from inclusive institutions, children with or without inclusive experiences
- Development and validation of a scale of inclusive competences

Phase II: Predictors of inclusive competences:

- Criteria: social cognitive model, extended to include emotional, moral, (inter)cultural, spiritual/religious variables
- Questionnaire survey of primary schoolchildren with or without special educational needs

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