

School staffs' mindsets and expectations of students with  
intellectual disabilities

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## Abstract

This study aimed to gain an understanding of implicit theories, and attributions about challenging behaviour, among teachers and other school staff in Norwegian schools. The purpose of this current study was twofold: (1) to explore whether teachers attribute challenging behaviour differently than the control group consisting of environment therapists; and (2) to explore if school staffs' implicit theories attribute expectations differently towards students with intellectual disabilities. In total, staff (N=60) comprised of teachers and other school staff working among students with intellectual disabilities, participated in the study. The respondents completed a questionnaire assessing their mindsets (Norwegian Growth Mindset Measure) and attributions (Challenging behaviour Attribution Scale; CHABA, with seven casual models for challenging behaviour). The results indicated that teachers and other school staff demonstrate a growth mindset towards challenging behaviour. Also, results showed that both groups reported the biomedical, stimulation, and physical environment models as the most plausible causes for challenging behaviour among students with intellectual disabilities.

*Keywords:* Implicit theories, attribution, school staff, intellectual disabilities, challenging behaviour

# Foreword

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# Content list

- 1 Article ..... 1
  - References..... 14
- 2 Supplementary enclosure ..... 17
  - 2.1 Introduction..... 17
  - 2.2 Citizenship ..... 18
  - 2.3 School perspective and citizenship ..... 21
  - 2.4 Implicit theories and citizenship ..... 24
    - 2.4.1 Attributions ..... 26
  - 2.5 Completion..... 27
    - 2.5.1 Citizenship ..... 27
    - 2.5.2 School perspective, implicit theories and citizenship ..... 28
  - References..... 30
- Appendix 1 ..... 34
- Appendix 2..... 36
- Appendix 3..... 37
- Appendix 4..... 48



# 1 Article

## **The mindset of school staffs and expectations of students with intellectual disabilities**

In recent years, the concept of mindset has received much attention in the education system. Implicit theories are attributions or assumptions held by one, and a mindset can be an “entity” or incremental” in nature (Dweck, 1999). With an entity view, peoples’ beliefs about intelligence and abilities are stable or “fixed”. The opposite, the incremental view, indicates that people believe their abilities or intelligence are growth or “malleable”. People can have both fixed and growth mindsets, believing that some abilities can be developed, but others are fixed (Dweck, 2014). Research has provided several findings of teachers’ mindsets and attributions of challenging behaviour among students with and without disabilities. First, these studies showed that people with intellectual disabilities are more likely to demonstrate challenging behaviour. Second, research suggests that teachers’ mindsets about students with and without intellectual disabilities comes with a gap (Gutshall, 2013; Poppes, et al., 2016).

Gutshall (2013) measured teachers’ beliefs about the stability of their students’ abilities, through hypothetical student scenarios. These scenarios contained students with and without learning disabilities. Regarding how disability variables may influence any mindset, there were minor differences between the mindset scores, that suggested, for example disability status had no particularly impact. Instead, results in this study showed that regardless of the scenarios, teachers with growth mindsets would most likely similarly view their students. Thus, the data showed that teachers would more likely endorse a growth mindset for students with disabilities. Older and more experienced teachers, however, would hold a more fixed trait regarding abilities, because of training prioritising children’s development.

Related research in the education field confirms that teachers’ mindsets impact their students, whether teachers or other school staff have growth mindsets or fixed mindsets. Another study, done by Canning, et al. (2019) examined STEM (Science, technology, engineering and mathematics) faculty and their beliefs about abilities. The results of this study showed that professors who endorsed a fixed mindset were demotivating towards their students, and therefore there were large achievement gaps in courses taught by fixed mindset faculty. Also, other findings in this research suggested that teachers’ beliefs about influence reflected whether these teachers had low or high expectations of their students. Those students

who experienced teachers with growth mindsets, would become motivated and perform better in those classes (Canning et al., 2019).

A common understating emerges in these studies, and their findings indicate that teachers' mindsets impact their learning and also impact their students' learning disabilities. Both Gutshall (2013) and Canning et al. (2019) suggest that teachers with growth mindsets also recognise their students' abilities. However, these results showed that teachers' mindsets often hold a more growth trait, because of the school personnel's interest in giving the correct support to their students with or without disabilities. Thus, these studies disclose teachers' mindsets and how classroom implications can make a difference in the learning domain for students' abilities and academic achievements.

In the context of the studies done by Canning et al., (2019) and Gutshall (2013), mindset matters for teachers and students' beliefs about abilities. The present study examines teachers and other school staffs' mindsets regarding students with intellectual disabilities. A possible explanation could be different education, and one group may see more potential for changes, than the other group. Therefore, it is expected that mindsets and expectations attribute differently between teachers and other school staff because of their educations. Based on this premise, the purpose of the current study is twofold: (1) to analyse whether teachers attribute challenging behaviour differently than other school staff; and (2) to analyse if school staffs' mindset attribute expectations differently towards students with intellectual disabilities. This research also hopes to draw attention because it may contribute to further research in this field.

### *What are mindsets?*

Carol Dweck is a prominent researcher in this field, and she suggests the theoretical foundations that explain how our implicit beliefs opens up to or our "mindsets". The term *mindset* is an expression of the continuing interest in the psychology of people's beliefs and thinking patterns. Dweck also claims that implicit theories can be measured in two spectrums, ranging from entirely stable ("fixed) to completely malleable ("growth") (Dweck, 2006). Fixed and growth mindsets are about people's beliefs and their personal qualities, whether they are fixed or growth. When measuring a person's mindset, the person has to agree or disagree with different statements. Afterwards, these statements reflect if you're a person with a growth or a fixed mindset (Dweck & Molden, 2017). Still, Dweck and Molden also indicate



## MINDSET AND EXPECTATIONS OF SCHOOL STAFF

that it would be an understatement to assume that a person has only one type of mindset. One person can hold both growth and fixed mindsets, and also attribute success and failure differently in different contexts. For example, when attributing with a growth mindset, a person will explain failure and success regarding effort (Hong, et al., 1999; Mercer & Ryan, 2010).

In the academic area, research shows that students holding fixed mindsets pursue abilities to make them look intelligent and avoid situations that can make them appear as less intelligent. Students also avoid effort because of the possibility of setbacks or feeling dumb. In contrast, students with a more growth mindset aim to increase their abilities and learn more. They use effort and opportunities to achieve knowledge, and students with malleable intelligence view setbacks or failure as learning (Dweck, 2014). Further, there has been research on teachers' mindsets in the context of student's abilities. Teachers holding fixed mindsets often approach students with low intelligence, because of their mindsets. These students with lower intelligence turn out as low achievers. The opposite is true of teachers with a growth mindset, who takes care takes care of low-achieving students and these students often flourish in their classrooms (Dweck, 2014; Dweck, 2000).

From the educational perspective, research suggests that teachers' mindsets about students with disabilities are less inclined to have negative expectations or negative attitudes because of the students' labels as intellectual disabled. Thus, the research done by Clark and Artiles (2000) and Clark (1999), showed that teachers among students labelled "learning disabilities (LD)," teachers were more inclined to give rewards to these students. Additionally, among students without LD, students experience fewer rewards from the same teachers. In summary, several findings suggested that teachers hold an initial bias about behaviour associated with learning disabilities, and, moreover, the classroom context played a clear role in the understanding of students with and without the label. Furthermore, teachers' perceptions and attitudes can be influenced by students with learning disabilities. This situation also concerns their overall impression of students with learning disabilities (Gutshall, 2013).

Based on previous research, the present study wants to conduct an examination among teachers and other school staff about their mindset regarding students with intellectual disabilities, and if they attribute mindsets differently. A possible explanation for why teachers' mindset is different from other school staff, comes from either different education

levels or their views on students with disabilities. Therefore, it is expected that mindsets and expectations attribute differently between teachers and other school staff because of their educations.

### *Attribution and challenging behaviour*

From an educational perspective, Dweck (2006) states that a person holds both growth and fixed mindset beliefs. Teachers also hold different mindsets in different academic domains. For example, a teacher could believe that their teaching abilities in science are a fixed trait, but in a language class, their abilities are growth minded. Also, there is potential to develop through effort and practice (Irie et al., 2018; Mercer & Ryan, 2010). In the context of mindsets, this article targets teachers and school staff who work among students with intellectual disabilities. Under that label, there are several important concepts and segments, such as challenging behaviour and attributions. Attributions and mindsets are a substantially related because of their influence on motivation and achievement goals (Hong, et al., 1999). Therefore, it is important to highlight this this situation concerning the current study.

People with intellectual disabilities often display what is called challenging behaviour. Amongst people with intellectual disabilities, challenging behaviour is thus expected to be more common, because certain behaviours, such as hitting them self or others, screaming, or destructive behaviour occur with high frequency (Poppes, et al., 2016). Challenging behaviour is a term used in the context of staff attributions and is a description of when people show behaviours that does not occur within the normal range. Because challenging behaviour also is social behaviour, challenging behaviour can also include behaviours that are considered socially inappropriate, such as sexually inappropriate behaviour or persistent shouting or screaming (Allen, 2009). The displaying of challenging behaviour can be affected by actions from others (Poppes, et al., 2016). Therefore, it is important to view challenging behaviour and staff attributions when seeking to explore the mindsets of teachers and school staff for students with intellectually disabilities (Hastings, 1997).

Furthermore, attributions are causes people try to generate while explaining why different events occur. People can attribute both success and failure to factors within and outside of themselves. When a person tries to attribute his or her self to outside forces, it is often pure luck, while forces within are often about effort or intelligence. Also, attributing these failures or successes can influence a person's feelings or how they choose to respond to

events that happen. Attributions can also influence motivations and achievement goals, because those with growth mindsets rather would improve their knowledge based on motivation. Instead, would those with fixed mindsets be more concerned about evolving their knowledge because the possibility of looking unintelligent (Aditomo, 2015; Fiske & Taylor, 2017).

In the context of mindsets, a person with a growth mindset will attribute differently than a person with a fixed mindset. For example, a person with a growth mindset may explain failure or success through effort. Thus, while holding both mindsets, a person then attribute success and failure to intelligence (Hong et al, 1999). In turns, attributions about explanations of failure or uncontrollable factors may prompt non-adequate behaviour, such as challenging behaviour. People with fixed mindsets repeatedly explains that failure comes from causes of intelligence and not effort. Having such beliefs can, therefore, expose them to negative emotions and the display of abnormal behaviour (Aditomo, 2015).

The present study examines attributions about challenging behaviour, because implicit theories or mindsets are attributions. For that matter, the current study also wants to explore if teachers and other school staffs' mindsets attribute differently regarding students with intellectual disabilities. It is therefore expected that school staff attribute challenging behaviour differently (e.g internal versus external), they might respond in different ways because they think that causes of challenging behaviour are either modifiable or not (Gutshall, 2013).

### **Method**

#### *Participants*

In the current study, a total of 60 teachers and other staff working in schools with students with intellectual disabilities participated. All of the respondents were teachers or staff with different higher education and worked in schools in Norway. More specifically, the respondents received the questionnaire through their leader or principal of the school. Teachers and other staff in these schools completed the survey and answered questions regarding both their mindsets and their attributions about challenging behaviour. Teachers and other school staff of all grades (K-12 and upper secondary school) were included in this sample, with 34 teachers and other school staff working in primary schools and 26 teachers and other school staff working in upper secondary schools. Age characteristics were divided

into two clusters, ranging between 22-45 years and 46-67 years. By gender, 85% (n=51) of participants were woman and 15% (n=9) were men. Based on the survey, demographics were not used, and there is no data on how many respondents who didn't participate or finished the survey.

### *Instruments*

*The Challenging Behaviour Attribution Scale.* The Challenging behaviour attribution scale was developed by Hastings (1997), and it is a questionnaire used to research staff attributions about challenging behaviour. The CHABA contained seven causal models of challenging behaviour; learned behaviour, learned positive, learned negative, biomedical (e.g. physical or medical), self-stimulation (e.g. boredom), physical environment, and emotional (e.g. anger, stress, fear) (Poppes, et al., 2016). These subscales contained several items, e.g. biomedical, emotional or stimulation factors, that together created a 30-item scale. The current study used a case, or a “vignette” about attributions of challenging behaviour. Respondents completed the questionnaire by reading the vignette describing aggressive behaviour, afterwards the respondents answered 30 items with a rating-system. The rating system ranged from “very unlikely” to “very likely”, like a five- point scale (1-5) (Hastings, 1997). By using Cronbach's alpha, the internal consistency was assessed for the seven subscales in this study. Values of alpha were between (.84 - .86), for all seven scales, which indicates an acceptable internal consistency (Poppe et al., 2016). These values compared positivity with the original alpha described by Hastings (1997), which were between (.65 - .87).

*The Norwegian Growth Mindset Measure.* The Norwegian Growth Mindset Measure (NGMM) was created by Frode Svartdal (2016) and validated in Ingebrigtsen (2018). When measuring the mindsets for intelligence, Svartdal (2016) used the theories of growth and fixed mindsets and created a scale of assumptions. These assumptions were described in Dweck (2006) and simplified by Svartdals' Norwegian Growth Mindset Measure. This instrument presented four assumptions, where the respondents answered which aspects they thought and experienced as the most satisfying. These assumptions measured whether a persons' mindset would avoid or embrace challenges, learn or give up from setbacks, or avoid or persist in criticism. The scores ranged from 1 and 4, where scoring between 0-1 suggested a more fixed mindset and scoring up to 4 suggested a growth mindset (Ingebrigtsen, 2018).

## MINDSET AND EXPECTATIONS OF SCHOOL STAFF

### *Ethical approval*

This current study did not request any identifiable data from the respondents, and ethical approval was not needed, and, therefore approved by Norwegian Centre of Research Data (NSD). Before taking the questionnaire, every respondent received an information sheet about the questionnaire anonymity and the possibilities of not participating. Also, if the respondents did not complete the survey, they automatically declined to participate.

### *Measure and procedure*

All teachers and other school staff were administered a link to the questionnaire, by their leader or principal of their school. In the current survey, respondents were first asked about their sex and profession. Sex was divided into two clusters, female and male. Professions were divided into groups regarding how much education they had, for example, 3-5 years of college or university education. Further on, the survey asked about experience and professional frameworks. Experience was divided into four clusters, ranging from 1-5 years, 6-15 years, 16-26 years and 27 or more. Professional frameworks were divided into eleven clusters by different framework that are used in schools. For example, positive behaviour support (PBS), and there was also a cluster where you could specify another form of the framework the respondents used.

The current study used a vignette to describe challenging behaviour, specifically aggressive behaviour. The respondents were asked to examine how likely the vignette and the statements were reasons for challenging behaviour. Also, they were asked to think about what the reason was for why challenging behaviour occurs. The vignette stated that the respondents had limited information, compared to if they worked with the person who was described in the vignette. Therefore, the respondents were asked to consider which statements were most suitable regarding someone with intellectual disabilities and challenging behaviour. The vignette is detailed below.

*“Sophie is a young woman who has severe learning disabilities (mental handicap). Sometimes, Sophie is aggressive toward the people who care for her and live with her. She will kick and punch people, pull their hair, and physically push them (sometimes so forcefully that people fall to the ground)” (Hastings, 1997, p.500)*

Further, the survey asked about mindsets (NGMM). Developed by Svartdal (2016), this portion of the survey was two folded with four questions in each section. The respondents answered what they thought was most likely and right relative to their assumptions. After the questions about mindset (NGMM), the survey used the questionnaire developed by Hastings (1997), called The Challenging Behaviour Attributions Scale (CHABA). After the CHABA, there were questions about their formal competency, age, and workplace. Formal competency had the following five responses, ranging from no formal training to extensive training. Age was divided into two clusters, ranging from 22-45 years and 46-67 years. The last question, about the participant's workplace, was divided into three clusters, primary school (K-12), upper secondary school, and community-based settings for intellectual disabilities.

### *Statistical analyses*

This study used SPSS version 25 for analysing, and Statistica for producing graphs. The web-based questionnaire was implemented in Qualtrics. First, descriptive statistics and correlations were computed. For the CHABA, internal consistency of items within each of the subscales was computed (Cronbach's Alpha), as well as means and correlations. Second, the study used separate ANOVAs, with the factors mean scores of the CHABA and the subscales. Also, variance analysis was computed to show if there were any significance between the subscales.

## **Results**

Scorings of the 30 items were calculated for all respondents. Mean scores and standard deviation for the subscales of the whole sample are showed in Figure 1. Overall, these data suggest that emotional and behavioural (e.g. learned negative) factors were viewed by the sample, as most compatible for explanations of challenging behaviour. The internal consistency was assessed by Cronbach's Alpha, and the reliability for the CHABA were connected within the seven derived subscales ( $\alpha = .87$ ). These data indicated acceptable internal consistency.

The correlations between the subscales of the CHABA are demonstrated in Figure 1. The strongest correlations were between the biomedical and physical environment ( $r=.67$ ), and between stimulation and physical environment ( $r=.72$ ) causality. Also, strong correlations

## MINDSET AND EXPECTATIONS OF SCHOOL STAFF

were demonstrated between the subscales for learned behaviour and both learned positive and learned negative ( $r=.87 - .90$ ). However, the correlations between learned negative and learned positive subscales were relatively weak ( $r= .56$ ) Apart from the biomedical, stimulation and physical environment subscales the general correlations between the other subscales were moderate.

Variable	Means	Std.Dev.	L_POS	L_NEG	Learned	Biomedi	Emotion	Physical	Stimulati
Learned_POS	3.84	0.53	1.00	0.56	0.87	0.51	0.46	0.53	0.58
Learned_NEG	3.92	0.59	0.56	1.00	0.90	0.36	0.60	0.28	0.43
Learned	3.88	0.50	0.87	0.90	1.00	0.49	0.60	0.45	0.57
Biomedical	3.34	0.41	0.51	0.36	0.49	1.00	0.61	0.67	0.66
Emotional	3.74	0.48	0.46	0.60	0.60	0.61	1.00	0.49	0.44
Physical Env	3.43	0.54	0.53	0.28	0.45	0.67	0.49	1.00	0.72
Stimulation	3.27	0.59	0.58	0.43	0.57	0.66	0.44	0.72	1.00

Figure 1. Intern-Item Correlation between CHABA subscales.

As seen in Figure 2, control group and experimental group demonstrate a rather similar pattern over mean scores of the CHABA subscales ( $M= 3,450$  and  $SD=0,534$ ), but participants educated in social work (green) tends to be slightly higher than the others (e.g. learned neg and emotional). The variance analysis showed a significant effect of the subscales, ( $F(6,330)=26,299$ ,  $p=0.000$ ). Meaning that there is variation within the subscales scores, e.g. lower on biomedical compared to the others. Because of the limited response in the sample, it must be interpreted with caution.

All groups are slightly less inclined to attribute biomedical causation to aggressive behaviour, and slightly more inclined to attribute it to negative reinforcement. Generally, all groups rate all subscales as plausible causes of aggressive behaviour ( $>3$ ), i.e. none of the group fully dismissed any of the causal variables as possible causes of aggressive behaviour.

Growth mindset between the different educations of the sample showed no significance ( $F(4,55)=.52541$ ,  $p=.71746$ ). Also, growth mindset as a predictor for attribution showed no effect ( $F(2,56)=0.00967$ ,  $p=.99037$ ). These data suggest that education or workplace and had no influence on school staffs' implicit theories or causes of challenging behaviour among students with intellectual disabilities.

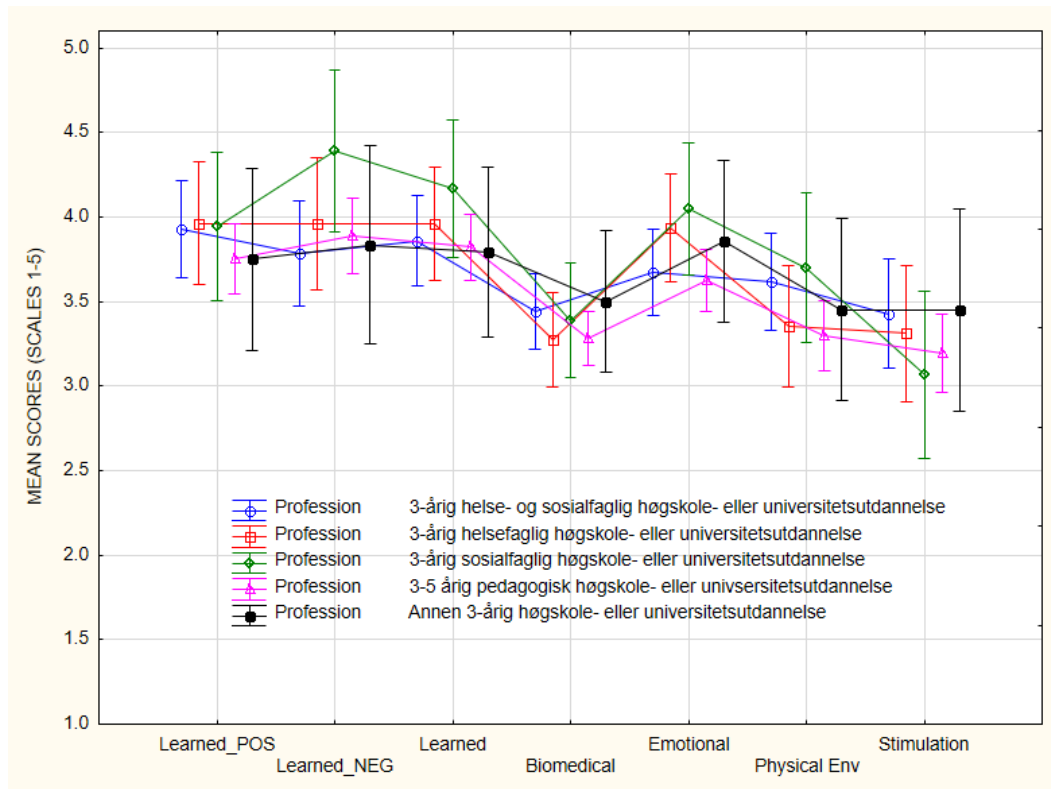


Figure 2. CHABA subscale ratings for teachers and other school staff

The Norwegian Growth Mindset Measure (NGMM) found no differences between the two groups; teachers and control groups (environment therapists) ( $M= 3,433$  and  $SD= 0,830$ ). This result suggests that both groups of teachers and other school staff are more inclined to attribute a growth mindset to students with intellectual disabilities. Generally, both groups rate all the assumptions with growth mindsets ( $>2.$ ), i.e. the groups fully dismiss any of the assumptions that were seen as fixed minded. Viewing the results, shows no difference between the mindsets of teachers and other school staff, and it was noted no significance.

## Discussion

### Findings

This current study aimed to establish whether there are differences between teachers and other school staff's mindset beliefs and their attributions of challenging behaviour, for students with intellectual disabilities. The study is twofold: (1) to explore how school staffs' mindset attribute among students with intellectual disabilities; and (2) to explore whether teachers attribute challenging behaviour differently than the control group consisting of



## MINDSET AND EXPECTATIONS OF SCHOOL STAFF

environment therapists. Three findings emerge from the present study. First, the scores from NGMM demonstrated no differences between experimental group (teachers) and the control group (environment therapists). The results suggest that both teachers and other school staff hold a growth mindset and view their students in similar manners. This finding could mean that education is not a sufficient cause for one group, because none of the groups are more inclined to have the growth mindset. These findings also suggest that implicit theories are not simple to measure, and that in general, teachers and other school staff more concerned with giving the proper support to students with intellectual disabilities. Nonetheless, it would be interesting to examine the extent of the mindset among school staff with and without higher education in future research. Also, an examination of mindsets found in school staff with different education, regarding students with and without intellectual disabilities (Canning, et al., 2019; Gutshall, 2013) should be studied further.

Second, the scoring from the CHABA demonstrated that there were minimal differences between teachers and other school staff in causal attributions for challenging behaviour. Also, this result might indicate that the respondents did not find the any potential explanations for challenging behaviour through the seven models (Hastings, 1997). This result could mean that teachers and other school staff had trouble with finding a reasonable cause for challenging behaviour in students with intellectual disabilities. The present study did not include respondents without higher education. This factor might explain why the results found no difference in mindset measure between teachers and other school staff. Because of the higher education present in both groups, they are more likely to hold consistent beliefs. A growth mindset is fundamental to the two groups.

Third, there was no difference in the attribution of challenging behaviour among students with intellectual disabilities of the other school staff. The respondents in the survey filled out the CHABA in the context of their beliefs about challenging behaviour among students with disabilities. Therefore, this study should be interpreted with some discretion, because the survey provided little information around both the vignette and the challenging behaviour. Also, there are several possibilities that other behaviours, such as throwing things at school staff, appeared less within a month. Therefore, it is questionable that this kind of behaviour is described as a problem (Gutshall, 2013).

However, in this study, it is important to bear in mind that teachers and other school staff completed the CHABA read the vignette with one description of aggressive behaviour. It

was, therefore, possible to relate the causal models of challenging behaviour to other explanations. This result could mean that the respondents either had little knowledge about causes of challenging behaviour, or the information about the causes of challenging behaviour is not sufficient enough. Future research should, therefore, clarify the relationship between attribution and causes of challenging behaviour, made by the school staff working with students with intellectual disabilities (Poppes, et al., 2016).

The present study used the CHABA as an instrument for teachers and other school staffs' attribution among students with intellectual disabilities. This conclusion comes with a few cautions, because the instrument has not yet been validated. Although, the reliability has been examined, it could also explain the results. Future research might see it necessary to validate this instrument for school staff who works among students with intellectual disabilities, for further use in the educational area. The NGMM was also used as an instrument for measuring mindsets among teachers and other school staff. A validation was made by Ingebrigtsen (2018), and overall findings showed a reliable mindset measure. This result could mean, in future research, that an instrument for mindset measure should give more understanding about beliefs of intelligence.

### *Limitations*

The current study explores the nature of teachers and other school staffs' mindset beliefs in a classroom context. Also, teachers and other school staff's beliefs regarding students with intellectual disabilities. Current findings of this research suggest that both groups of teachers and other school staff (e.g. environment therapists) mindset views disability status indifferent. That means in fact that in spite of intellectual disabilities, teachers' and other school staff still endorse a growth mindset towards these students. However, there are a few limitations noted.

First, the study is limited because of the school staff who were surveyed. The size of the sample of requested teachers and other school staff was limited, by voluntary reasons. This might mean that the respondents who answered already hold more growth minded attitudes because they find these studies more meaningful. Also, there was a broad difference within the respondents, teachers and other school staff from elementary school (K-12) were more represented than upper secondary school teachers and other school staff. Second, there was also a distinction between female and male respondents in this survey, where there

## MINDSET AND EXPECTATIONS OF SCHOOL STAFF

clearly were more women than men. These implications support that this research's findings cannot be generalised to other populations, through further research.

### *Implications for practice*

In spite of limitations in this study, it presents future examinations about possibilities that teachers and other school staff's mindset might be relevant to their view on students with intellectual disabilities. Moreover, this study shows that the mindset among teachers and other school staff are more stable than one would think; this provides several opportunities for more research in this particle field. However, the current study demonstrates that previous research is not sufficient enough for a necessary understanding of how mindset and attribution of challenging behaviour works, among teachers and other school staff who work with students with intellectual disabilities.

Future research may need to examine the classroom context, and how teachers and other school staffs' mindsets impact their students' mindset. This situation could mean that classroom context may be an important contribution towards understanding mindsets among school staff. If there are any possibilities that teachers and other school staff's mindset can be changed, to influence students with intellectual disabilities outcomes, it is worth exploring for further research. Also, future research could explore school staffs' mindset in the context of the mindsets of students with disabilities. This idea could lead to new findings of the construct of mindsets, among both school staff and students with disabilities.

Finally, previous research done by Carol Dweck and others has given the field important findings of understanding and measuring mindsets (Gutshall, 2013). Also, there is an essential finding of mindsets, the fact that a person can hold both a fixed and growth mindset. This conclusion means that further research needs to explore school staff among students with disabilities, because of the unsure mindset beliefs and how school staffs' practice impact students with intellectual disabilities.

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## 2 Supplementary enclosure

### 2.1 Introduction

The master's degree programme in Citizenship and co-operation demonstrates the importance of universal civil rights, where quality and skills are enhanced from a societal perspective, based on functioning and health. Citizenship and interaction enable citizens to take an active role on a personal and systemic level. The active promotion of citizenship is important to emphasize because of social rights for citizens with disabilities. Focusing on citizenship is therefore an influential entrance to understanding and giving justice to people with disabilities (VID Vitenskapelig Høgskole, 2016/17:11). The master's thesis is a relevant approach to promote active citizenship, and through the article and this supplementary enclosure, this may contribute relevant applicable research towards citizenship and co-operation. The master program states that when contributing a scientific article, like *teachers' mindsets and expectations of students with disabilities*, also should include a reflection text or supplementary enclosure. In the context of the article, the supplementary enclosure should have either theoretical or methodological considerations. This supplementary enclosure has chosen a theoretical point of view, because the article did not have the opportunity to deepen theoretical aspects because of its limitations. Therefore, this supplementary enclosure, wants to widely explain the foundation of the article in a theoretical perspective through citizenship (Ibid, 2016/17:23).

This supplementary enclosure starts with addressing the important aspects as citizenship, school perspective and implicit theories. First, it will demonstrate the term citizenship, where social citizenship will be emphasized because of the importance for professionals in social- and health service. Second, this text will show how educational perspective is important for students, and teachers' abilities to exercise active citizenship. Third, it will establish the relations between implicit theories and citizenship. Based on the research findings, our implicit theories in a school perspective are influential, and citizenship is important for equality and human right for people with disabilities.

## 2.2 Citizenship

Citizenship as a term is used in several different contexts, such as human rights perspectives, perspectives of justice or the sociological and political perspectives. The term as a concept describes the citizens' status in society, and the relationship between citizens (Strømsnes, 2003). First and foremost, citizenship advocates for a principle that every citizen has the same access and rights, but also same responsibilities or duties (Dwyer, 2010). T.H. Marshall (1950) was one of the first sociologists to give a definition of the concept citizenship. From early forms, citizenship, built on equality as principle and was therefore divided into three parts: social (e.g. rights to welfare), civil (e.g. legal rights) and political (e.g. rights to vote) (Dwyer, 2010). Political citizenship is an important foundation in the rights of justice, where a person has liberty and freedom of speech and thoughts. Also, the political perspective includes the power of political authority, among members of parliaments of the governments. Civil citizenship is the part composed of individual freedom, where legal rights protects all citizens in a society. Social citizenship differs from the others, because of the right one hold when it comes to equality in a society. Also, social services and education systems are associated with social citizenship (Marshall, 2009).

The concept of citizenship is widely described as a status a person holds in the community, and therefore used in the representation of equality and mutual respect. It is important to emphasize that citizenship as a term, does not contain universal principles for different duties or rights, but are a part of an ideal citizenship for an equal community (Marshall, 2009). Strømsnes (2003) mentioned citizenship, participation and democracy. Citizenship, as previously mentioned, refers to both citizens in a community as much as citizens' relationship. Further in, Strømsnes describes participation in society as democratically and socially. The democratic processes take place in a community with political parties, but also organisations and volunteerism. Because of the democratic processes, participation among citizens are therefore related to inclusion in a society.

Further on, this enclosure emphasises the aspects of social citizenship. The focus in social citizenship comes from the idea of helping the poorest citizens of a community. Also, this kind of citizenship is in a social perspective provide a useful purpose, because every citizen



## MINDSET AND EXPECTATIONS OF SCHOOL STAFF

should have equal access to benefits. Also, social citizenship is important because rights to welfare contribute to an effective citizenship (Dwyer, 2010). Social right leads to welfare right, and therefore, this perspective often is central to the idea of citizenship (Dweyer, 2010). Also, social rights or social perspectives may be the most contentious part of citizenship, because social rights as services or other benefits as well, should be available for every citizen in a society. Understanding social citizenship regarding people with disabilities, comes with a few challenges because they do not have the same development, and they have others experiences than those without disabilities. Social citizenship also focuses on the environments, practices and attitudes towards people with disabilities. Equality and recognition are struggles people with disabilities faces in the society, and active citizens are a relevant entrance for peoples' opportunities to participate. In turn, helping people with disabilities to be active citizen offers them meaningful participation (e.g. autonomy). The importance of social citizenship lays within the understanding that people with disabilities also have the rights to participate and assume control in their lives, just as much as other citizens.

Fjørtoft (2015) describes social justice and how it unfolds in the identity of both redistribution and participation. Both concepts are relevant for this enclosure and citizenship as a whole. Fraser (2009) is worth mentioning because of her theory of justice, and as a contribution for participation for equal terms for every citizen. Also, citizens' participation in society means equal possibilities, and in addition, several factors emerge for promoting autonomy and equal rights for everyone. This means that both Fraser and Fjørtoft arguments for the concepts of justice as an equal line in the community, and through recognition this is attainable. Furthermore, Fjørtoft and Fraser refers to political legitimacy, because of justice of equal right to participation in a society. Parallels are drawn to political legitimacy, because of the similarity regarding participations among every citizen. In other words, citizens with disabilities will have an equal voice and equal opportunity to participate (Fjørtoft, 2015; Fraser, 2009).

Overall, Strømsnes and Fjørtoft shows theories that encounter the citizenship perspective, moreover the social citizenship. Strømsnes (2003) demonstrate citizenship on a systematic

level, because of the relation to participation and democracy. People with disabilities, who also have the right to participate, are given a voice in the community where there is equality for everyone with and without disabilities. Participation in the society is important for both democratic processes and equality. Fjørtoft (2015) and Fraser (2009) demonstrate that the experience of justice is important for every citizen, and through recognition this is attainable. People with disabilities that does not hold co-determination can experience stigma, and inclusion in society can therefore stagnate. Therefore, the importance of autonomy and fairness for people with disabilities is important, because these people should be able to make their own decisions.

The last decade there has been extensive changes in the understanding of both citizenship and people with disabilities. Equality and citizenship have emerged because of political and civil rights in the society. Martha Nussbaums' theory of capabilities approach, captures social political rights towards people with disabilities (Lid, 2017). People with disabilities need care and services from the society, and because of this need, they are seen as more dependent than others. This creates less autonomy among people with disabilities, and people with intellectual disabilities has yet been included in the term citizen. Theory of capabilities approach, developed by Nussbaum, is justice theory that particularly includes intellectual disabilities and care needs. This theory demonstrate that opportunities lays within everyone's reach, and it is society's responsibility to make them available for people with and without disabilities (Lid, 2017).

Nussbaums explanations about theory of justice are defined with ten capabilities and not capacities. These capabilities hold different aspects for a dignified life related to individuals with disability in society. Universal design justifies capabilities like relations between people and opportunities, but also basal needs like health, education, feelings, relations and respect are important segments of capabilities for people with disabilities. One important contribution that Nussbaum refers to, are the fact that people with disabilities often are more in need for services (e.g. more welfare, health service) (Nussbaum, 2006). This creates a distance between people with and without disabilities, because of the exclusion and stigmatization that occurs in the community. In addition, Nussbaum recognize the differences that appear, and

states that justice are productive for the understanding of social and health professionals' practice towards people with disabilities (Lid, 2017).

In addition, The Convention on the Rights for Persons with Disabilities (CRPD) is a treaty by the United Nation (UN), and in 2008 came into effect in Norway (Lid, 2015). The CRPD demonstrate 12 articles that recognize persons with disabilities, with legal personhood, which gives them legal right to make their own decisions and control of their own life. In practice, Skarstad (2017) problematize the issue at hand, achieving the rights in practice. With this in mind, the importance of policies for inclusion and earlier experience of exclusion, this relates to the individual and environmental factors because of the vulnerability among disabilities. CRPD is therefore an official document that secures the rights for people with disabilities and promote active citizenship. The CRPD demonstrate the importance of citizenship through human right for all persons with disabilities, and in the first article comes with a purpose and a description of disabilities. Disabilities include persons who are long-term sensory impaired, intellectual or mentally disabled, and may therefore not participate effective in society, equally with others (United Nation, 2006). To emphasize the issue at hand, the CRPD is an official document that state rights for people with different disabilities. In this context, it is a contribution to how citizenship by law, is commanded to equally respect others in the society. The CRPD are therefore an important part of this supplementary enclosure and citizenship, because through school perspective and students with intellectual disabilities, they have the right to be a part of our community as equal citizens.

### **2.3 School perspective and citizenship**

The supplementary enclosure emphasises active citizenship and the importance of how it emerges in the school perspective. First, there will be a demonstration of school perspective and special education. This part of the enclosure has chosen to emphasize the school perspective and special education, in the context of students with intellectual disabilities. It eliminates certain aspects, such as challenging behaviour, because the supplementary text is demonstrating how citizenship emerges at a system level. It starts with teachers learning abilities in school, and how this area for students with disabilities are exposed for active

citizenship. In addition, it refers to the articles' intent and the implications of achievement goals and motivation in school. Also, it is an important area for learning, relations and generally building a citizen for society. The school perspective is therefore an important part for active citizenship. All children have the right to education, because of the importance of society and the future of our citizens. Children with intellectual disabilities often has the need of special education, due to their diagnoses and other factors (Opplæringsloven, 1998). Special education and inclusive education are two dimensions that has high importance for both students with intellectual disabilities and citizenship. But most important, special education falls into two alignments, environmental and individual based alignments. Seeing these two alignments together, also given possibilities of developing new alignments, with more quality (Alevriadou & Lang, 2011).

First, individual-based alignments are supported by several understandings, like psychological and medical. In the educational systems, this term refers to knowledge that individuals have difficulties on an individual level and not with the system. This means that teachers view their students' deviation individually and provides the right type of education for each single student (Alevriadou & Lang, 2011). Special education also comes with a few alignments, and they can be divided into several paradigms. These paradigms can for example be psycho-medical, or sociological, where the solutions for implication also comes with different expectations (Haug, 2003; Haug & Tøssebro, 1998; *ibid*, 2011). On an organisational level, special education has a few functionalistic points. Professionals each have their own specialty, and when people with disabilities meet the professionals, they can have one specialist for each problem they have. Moreover, the organisational level is constructed in that way, that the individuals' need is met by different professionals but with the same standard programme, and the professionals work in different ways to help the individuals in need (Alevriadou & Lang, 2011).

Environmental- based alignments are focused on the environments and relationships within the individual and the environment itself, but as well as an environment with several individuals with disabilities. One important view that emerge, is how professionals (e.g. teachers and other school staff) perceives their students with disabilities. By viewing students

## MINDSET AND EXPECTATIONS OF SCHOOL STAFF

by their disabilities and not categorising them, it may increase inclusion and normality among students. Environmental based alignments in an educational setting, are divided into several spectrums, like disability studies and human rights. Also, an important part of the human rights, are the inclusive education as concepts, and how it defines segregation as ethically wrong (Alevriadou & Lang, 2011). This means that with the human rights, inclusive education is an important part because of the ethical issues that address personal rights for people or students with disabilities. Also, promoting active citizenship by school staff becomes achievable. In addition, human rights have a convention that by law, stated that everyone has a right for inclusion in a society. Thus, the convention on the Rights of the Children (CRC) (United Nation, 1989) and Convention on the Rights of Persons with Disabilities (CRPD) (United Nation, 2006), are necessary and they emphasize rights for certain groups, like children and youths with disabilities or special needs (ibid, 2011).

Active citizenship and special education towards students with intellectual disabilities are a relevant paradigm, because of the participation in society and the opportunities for autonomy in their own lives. This supplementary enclosure chooses to highlight four pillars; *empowerment*, *quality of life*, *support* and *self-efficacy*, and these terms are a contribution to the foundation to active citizenship in the school perspective (Cappelle, Le Roy & Verkest, 2008). *Empowerment* refers to quality of life and are a process for peoples' abilities to succeed, increase peoples' possibilities for more control over their health and to improve their health in their own lives. Empowerment refers to the feeling of self-esteem or self-efficacy, but also to the enhancement to participate in the society. In a school perspective it is important that school staff are aware of these important paradigms and works with the idea in mind that students with intellectual disabilities should have a voice in their education. *Quality of life* introduce the importance of how people define their own life as well-being or life-enjoying. When given them quality of life, such as empowerment, students with intellectual disabilities are giving the chance to freely display quality of life. *Support* is an influential pillar, because it contributes to development and functioning, and this means that teachers or other school staff has to give support in different ways, like for example services or social networks (Alevriadou & Lang, 2011).

*Self-efficacy* is an especially important pillar in the school perspective and for citizenship, because of the power to produce an effect on an individual, especially in the school-setting. Self-efficacy refers to the expectations a person builds about their own abilities to achieve a task or activity (Fiske & Taylor, 2017). In the perspective of school, self-efficacy is an important key for teachers and other school staff, because of the beliefs for achievements among students with and without intellectual disabilities. Bandura (2006) highlighted self-efficacy when he among others saw that the term could have different effect on achievement in several contexts. In the school perspective, studies have shown that self-efficacy affect students' performance. When teachers give their students positive feedback, the students gain self-efficacy, and they are more inclined to succeed because of the teachers' beliefs in them. Also, special education often tends to use various programs for students with different disabilities, and when they do not receive the right training, they are more inclined to not become self-efficacious (Kolb, 2011; Zimmerman, Schunk & Dibenedetto, 2017).

## **2.4 Implicit theories and citizenship**

First, the supplementary enclosure will demonstrate implicit theories, because mindsets and attribution and a central part of this enclosure and the article. Second, implicit theories will be seen in the context of school perspective and citizenship, and how both aspects influence each other. It is important to emphasize these two terms, because implicit theories can affect peoples' view on students with intellectual disabilities, and their rights towards active citizenship. Carol Dweck is a well-known researcher in the field, and she demonstrate implicit theories about our mindsets. The term *mindsets* is an expression of peoples' beliefs and thinking patterns. Dweck also claims that our implicit theories range in two spectrums, stable ("fixed") to completely malleable ("growth") (Dweck, 2006).

In the educational area, research show students holding a fixed mindset purse the way of easy success and are more worried of their intelligence because they think it is enough. It is more important for them to appear more intelligence, than learn from mistakes or failure. Thus, students holding a growth mindset seek the opportunities of learning, and care less for appearing intelligent. Also, easy success among growth mindsets are a waste of time, because

## MINDSET AND EXPECTATIONS OF SCHOOL STAFF

learning from failure or setback give these students' self-esteem (Dweck, 2000). Previous research suggests that any area, people's mindsets also have a particular role in achievements. Also, students with growth mindsets would approach academic challenges, and still overcome them because of the effect of learning and self-efficacy. Thus, students with fixed mindsets would rather avoid challenges because they thought they could not handle them, and then spend more time worrying about their abilities and intelligence (Farrell & Dweck, 1985). In more detail, teacher's mindsets and student's abilities, and Dweck (2014) explains the difference between teachers with a growth and fixed mindset. It also views the contrast of learning disabilities among teachers, and how they choose to meet their students and achievements abilities. Dweck also mention another research in her paper, that explores the spectrum behind teacher's mindsets and their own ability to teach students (Dweck, 2000).

Furthermore, implicit theories or mindsets have widely researched that growth mindsets have an effect on students with disabilities. Gutshall (2013) researched teachers' beliefs towards students' ability, and the study indicated that teachers' mindsets compared to the general population where more growth minded. Further, teachers' mindsets in the context of disabilities were more growth orientated, because teachers would hold an initial bias towards students with disabilities. Also, teachers and other school staff would in general be more concerned about giving the proper support, instead of labelling a student as intellectual disabled. Also, Canning, Muenks, Green and Murphy (2019) researched STEM (science, technology, engineering, mathematics) faculty professors, and how growth mindset versus fixed mindset would impact their students and courses. The results revealed that it appears to be racial achievements gaps due to fixed mindsets among professors, students' motivation would also decrease because of faculty with fixed mindsets. However, regarding fixed mindsets, there are reasons to be optimistic, because fixed mindsets are changeable. Educational interventions can help faculty professors, teachers and other school staff to establish a growth mindset. Growth mindsets among school staff may also be a potential start for creating a classroom context where students learning abilities evolve, regardless of ethnicity or race. Instead, students would feel self-efficacious and courage to reach full potential in the classroom (Canning, et al., 2019).

### **2.4.1 Attributions**

Dweck, Chiu and Hong (1995) wrote an article about implicit theories, a world with two perspectives on judgments and reactions. This research looked at people's reaction and judgment in relations with implicit theories and attributions. Attribution is a term for understanding and react to others behaviour. These two perspectives presented in the article, are the basis of implicit theories and how they can shape our world view. In that context, it means that mindsets contain the beliefs and attributions, including abilities. However, mindsets is not a clear path, people can have both, but different mindsets about different abilities, intelligence or areas – some can be fixed and others can develop. (Dweck & Leggett, 1988; Dweck et al., 1995). Also, attributions are important for citizenship on both system level and individual level, due to the way people generate events, and chooses to promote active citizenship in a political dimension or in professional practice towards students with disabilities.

Mindsets and attributions are closely connected, because of the influence on motivation and achievement goals towards students with and without disabilities. As earlier stated, attributions are a part of our framework for generating why events happen, and when attributing failures and success it may affect a persons' feelings and the outcome of how they choose to respond to events (Wiener, 1985). Thus, people can attribute both success and failure, and this depends on if the factors are within or outside (e.g. effort or luck). When holding a growth mindset, one would attribute failures or successes events in the context of effort (Hong, et al., 1999). This means that attribution and implicit theories can be used through citizenship, because growth mindsets would attribute beliefs about others in a positive way, and therefore, promoting active citizenship. Seen in a school perspective and teachers' mindsets and attributions towards students with intellectual disabilities, growth minded teachers would attribute success and more likely to produce self-efficacy or self-esteem among students. Also, these teachers are more inclined to promote active citizenship by opining up to participation in society, regardless whether their students have disabilities or not. Instead, teachers with low expectations of their students, will inhibit participation and equality, and not promote active citizenship towards students with intellectual disabilities.



## 2.5 Completion

As seen in this supplementary, the importance of addressing citizenship in the context of school perspective and implicit theories, show that active citizenship is possible for students with intellectual disabilities. Also, the enclosure has shown that implicit theories among teachers and other school staff plays a central role in the activation of citizenship towards students with special needs. Now the supplementary enclosure wishes to draw the lines of the theoretical considerations made in this text and demonstrate how citizenship are important no matter who we target in the community. First, a general description of citizenship was presented in the enclosure, and it stated three perspectives of citizenship emerges, social, civil and political. The CRPD are the official document that by law, secure persons with disabilities, and this gives them rights to demand equality, inclusion and participation. This is one of the first steps towards active citizenship, but regardless of this document, as Skarstad (2017) problematize, the issue at hand is how to achieve these rights in practices. The CRPD are therefore crucial for citizenship, and it is our duty to society to secure the right for individuals with disabilities due to the promotion of active citizenship.

### 2.5.1 Citizenship

Strømsnes (2003) mentioned the importance of society both democratically and socially, because democratically participation promotes inclusion among citizen and also an active citizenship. Further, Fjørtoft (2015) describes the social justice and how redistribution and participation are the identity that withholds citizenships as a whole. Thus, Fraser (2009) mentioned the theory of justice regarding the reach for equality for every citizen, and autonomy is important because of the recognition for an active citizenship among citizens of a society. Furthermore, both Strømsnes and Fjørtoft demonstrated that the political legitimacy are parallels to justice of equal right for participation. As Fjørtoft and Strømsnes has demonstrated, people with disabilities also have rights to participate and be included, active citizenship is attainable when a society choose to allow participation, autonomy and equal rights for everyone. This stands regardless of other factors that may interfere, but seen through the citizenship perspective social, civil and political citizenship are three parts that emerges together and creates the foundation of active citizenship for all citizens in a society.

This supplementary enclosure emphasizes the importance of Nussbaums theory of justice and capabilities approach, because of the theoretical framework of social political rights towards people with disabilities. With Nussbaums' capabilities the society can create more autonomy, participation and inclusion among people with different disabilities, because they are dignified and customized for equality for citizenship (Lid, 2017). Also, citizenship are processes that co-create a society for diversity and equality, therefore, it is important that both professional practices and authorities are aware of the equal right to experience the quality of life. Nussbaums' theory can also be systematically used as important contribution towards a deeper recognition and equality for a society of inclusion, for people with disabilities (Lid, 2017).

### **2.5.2 School perspective, implicit theories and citizenship**

Special education is emphasized in this supplementary enclosure, because of the importance of active citizenship in school and the educational perspective has shown that teachers mindsets also have an impact on students with disabilities and citizenship. First, citizenship through the school perspective emerges in the special education, because teaching is divided into two alignments, environmental and individual based. School is an arena for learning, and with that comes relations between student and the opportunities to build an equal citizen for society. Also, these alignments showed that active citizenship and special education allows their students with disabilities to participate in their lives, i.e. autonomy. Special education in the school system may also be an entrance for students with disabilities, because based in the individual and environmental pillars, they are in the position of inclusion in school society (Alevriadou & Lang, 2011).

The CRC (UN, 1989) and CRPD (UN, 2006) confirms by law, that children have the right to school, and also individually directed learning so the educational settings include their students with disabilities, among other students without disabilities. The CRPD and CRC also demonstrate the needs to emphasize right for certain groups because of absence of citizenship. With that in mind, teachers and other school staff have an important career and responsibility towards students with disabilities, to promote citizenship through learning customized to each student. Also, through quality of life, empowerment, support and self-efficacy, teachers and other school staff can provide the foundation of active citizenship. Quality of life is one of the

## MINDSET AND EXPECTATIONS OF SCHOOL STAFF

more important pillars student are inclined to, because every citizen values life differently, and therefore, teachers and other school staff should give the opportunity to evolve individually and equally. In the school perspective, support and self-efficacy has demonstrated the importance because of the effect on students with disabilities (Kolb, 2011; Zimmerman, Schunk & Dibenedetto, 2017). Moreover, these pillars all have an important role in promotion of citizenship, because it depends on the teachers and other school staffs' mindsets beliefs.

Studies has demonstrated that mindsets beliefs are relevant to emphasize, due to the extent of its meaning. Both Gutshall (2013) and Canning et al. (2019) established in their research, the relation between teachers' beliefs and mindset towards students with intellectual disabilities. When a teacher holds a growth mindset, they view their students in similar manners, this creates an arena for citizenship to grow among these students. Thus, growth mindsets among teachers and other school staff were emphasized because of the influence on self-efficacious and produce courage to reach for full potential. Also, growth mindsets impact students' achievement, because a growth mindset can view students with disabilities and produce self-esteem or self-efficacy. Moreover, this gives teachers responsibility of promoting active citizenship and inclusion in society (Dweck & Leggett, 1988).

Until now the supplementary enclosure has in its entirety demonstrated how citizenship can be a stimulating practice in the school perspective. Although findings in the study showed no significance, it is nevertheless important to promote citizenship. Consistent with citizenship theory, there are a few critical areas that are important to highlight in the conclusion of this supplementary text. Citizenship demonstrated through educational settings has been an ideological vision, but there is inconsistency between policies, ideas and practice itself. Also, the importance of understanding such a complex problem, comes the questions about focus on differences or need, or participation and inclusion among students with different disabilities. Therefore, the importance of emphasizing the significant difference between practice and ideology, to show that participation, equality and self-advocacy are meaningful for people with disabilities (Alevriadou & Lang, 2011).

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# Appendix 1

The vignette of the Challenging Behaviour Attribution Scale. Norwegian translation, from Hastings (1997).

Sophie er ei jente som har en alvorlig utviklingshemming. Noen ganger er Sophie aggressiv mot personene som tar vare på henne (for eksempel ansatte eller familie) eller mot personer hun bor med. Hun kan sparke og slå, lugge dem i håret, og dytte dem (noen ganger så hardt at de faller i bakken)

Tenk over hvor sannsynlige de påfølgende påstandene er som begrunnelse for hvorfor Sophie viser den atferden som hun gjør. Du har fått begrenset informasjon om henne, sammenlignet med det du ville hatt dersom du jobbet med Sophie. Derfor vurderer du hvilke påstander som vil være mest sannsynlige årsaker til noen som Sophie fremviser en slik atferd.

The Challenging Behaviour Attributions Scale (CHABA). Norwegian translation, from Hastings (1997).

Mennesker med utviklingshemming fremviser utfordrende atferd fordi

1. De får oppgaver som er for vanskelige for dem
2. De er syke fysisk
3. De er slitne
4. De opplever stressende situasjoner
5. Det er for mange folk i hjemmet eller i klasserommet
6. De kjeder seg
7. På grunn av medisiner
8. De er utilfredse med sin situasjon
9. De blir ikke møtt på et ønske om noe
10. De bor i et utryvlig miljø
11. De liker å gjøre det
12. De er i dårlig humør
13. De bekymrer seg for noe
14. På grunn av biologiske prosesser i kroppen deres
15. De vil ha noe
16. De er sinte
17. Det er ingenting annet for dem å gjøre
18. På grunn av støy der de bor eller oppholder seg
19. De føler seg sviktet eller skuffet av noen
20. De er fysisk funksjonshemmet



## MINDSET AND EXPECTATIONS OF SCHOOL STAFF

21. Det er liten plass i hjemmet eller klasserommet til å bevege seg
22. De blir overlatt til seg selv
23. De er sultne eller tørste
24. De er redde
25. Noen de misliker er i nærheten
26. Folk snakker lite til dem
27. De vil unngå kjedelige aktiviteter eller oppgaver
28. De er lite utendørs
29. De får sjelden delta i aktiviteter
30. De vil ha oppmerksomhet fra andre mennesker

## Appendix 2

The Norwegian Growth Mindset Measure made by Frode Svartdal (2016).

**Nedenfor finner du noen påstander som angår ting du opplever i arbeidshverdagen. Kryss av for det alternativet som passer best for deg:**

Når jeg mislykkes med noe faglig, ser jeg det som en mulighet til å lære mer  
eller

Når jeg mislykkes med noe faglig, forteller det meg at jeg har gapt for høyt

Når jeg lykkes med noe vanskelig, bekrefter det at jeg er flink  
eller

Når jeg lykkes med noe vanskelig, viser det at jeg har gjort en bra innsats

Tilbakemelding og kritikk fra andre motiverer meg  
eller

Tilbakemelding og kritikk fra andre synes jeg egentlig ikke noe om

Hvis det er noe jeg ikke behersker så godt, gir jeg fort opp  
eller

Hvis det er noe jeg ikke behersker så godt, gir jeg meg ikke før jeg har klart det

## Appendix 3

Author Guidelines for submitting an article in Journal Of Intellectual Disability Research

**Quick links:** [JIDR Submission Site](#), [Wiley's Resources for Journal Authors](#)

### 1. EDITORIAL AND CONTENT CONSIDERATIONS

*Journal of Intellectual Disability Research* is devoted exclusively to the scientific study of intellectual disability and publishes papers reporting original observations in this field. The subject matter is broad and includes, but is not restricted to, findings from biological, educational, genetic, medical, psychiatric, psychological and sociological studies, and ethical, philosophical, and legal contributions that increase knowledge on the treatment and prevention of intellectual disability and of associated impairments and disabilities, and/or inform public policy and practice.

The journal publishes Full Reports, Brief Reports and Systematic Reviews. Mental Health Special Editions are published quarterly. Narrative reviews and hypothesis papers are encouraged but authors should discuss the focus of their review with the Editor in Chief prior to submission to ensure it is appropriate for the journal. Case studies are **not** published by JIDR.

*Journal of Intellectual Disability Research* will feature four Annotation articles each year covering a variety of topics of relevance to the main aims of the journal or topics. Senior researchers, academics and clinicians of recognised standing in their field will be invited to write an Annotation for the journal covering an area that will be negotiated with the Editor in Chief, Prof. Richard Hastings, on behalf of the Editorial Team.

#### Peer Review Process

The acceptance criteria for all papers are the quality and originality of the research and its significance to our readership. Except where otherwise stated, manuscripts are double-blind peer reviewed by two anonymous reviewers and the editor.

*Journal of Intellectual Disability Research* attempts to keep the review process as short as possible to enable rapid publication of new scientific data. In order to facilitate this process, submitting authors are asked to suggest the names and current e-mail addresses of two potential reviewers whom you consider capable of reviewing your manuscript. In addition to your choice the journal editor will choose one or two reviewers as well. Suggestions will be requested via the submission system.

Authors who wish to appeal the decision on their submitted paper may do so by e-mailing the Editorial Office with a detailed explanation for why they find reasons to appeal the decision.

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### **Authorship and Acknowledgements**

Authorship: Authors submitting a paper do so on the understanding that the manuscript has been read and approved by all authors and that all authors agree to the submission of the manuscript to the journal. ALL named authors must have made an active contribution to the conception and design and/or analysis and interpretation of the data and/or the drafting of the paper and ALL must have critically reviewed its content and have approved the final version submitted for publication. Participation solely in the acquisition of funding or the collection of data does not justify authorship and, except in the case of complex large-scale or multi-centre research.

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It is a requirement that all authors have been accredited as appropriate upon submission of the manuscript. Contributors who do not qualify as authors should be mentioned under Acknowledgements.

**Acknowledgements:** Under Acknowledgements please specify contributors to the article other than the authors accredited. Suppliers of materials should be named and their location (town, state/county, country) included.

The specifications of the source of funding for the study and any potential conflict of interests should be in their own section.

### **Ethical Approvals**

#### **Experimental Subjects**

Experimentation involving human subjects will only be published if such research has been conducted in full accordance with ethical principles, including the World Medical Association Declaration of Helsinki (version, 2002 [www.wma.net/e/policy/b3.htm](http://www.wma.net/e/policy/b3.htm)) and the additional requirements, if any, of the country where the research has been carried out. Manuscripts must be accompanied by a statement that the research was undertaken with the understanding and written consent of each participant and according to the above mentioned principles. A statement regarding the fact that the study has been independently reviewed and approved by an ethical board should also be included. Editors reserve the right to reject papers if there are doubts as to whether appropriate procedures have been used.

All studies using human participants or animal subjects should include an explicit statement in the Material and Methods section identifying the review and ethics committee approval for each study, if applicable. Editors reserve the right to reject papers if there is doubt as to whether appropriate procedures have been used.

## **Human Studies and Subjects**

For manuscripts reporting medical studies involving human participants, we require a statement identifying the ethics committee that approved the study, and that the study conforms to recognized standards, for example: [Declaration of Helsinki](#); [US Federal Policy for the Protection of Human Subjects](#); or [European Medicines Agency Guidelines for Good Clinical Practice](#).

Images and information from individual participants will only be published where the authors have obtained the individual's free prior informed consent. Authors do not need to provide a copy of the consent form to the publisher, however in signing the author license to publish authors are required to confirm that consent has been obtained. Wiley has a [standard patient consent form](#) available for use.

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Clinical trials should be reported using the CONSORT guidelines available at [www.consort-statement.org](http://www.consort-statement.org). A CONSORT checklist should also be included in the submission material ([http://www.consort-statement.org/mod\\_product/uploads/CONSORT 2001 checklist.doc](http://www.consort-statement.org/mod_product/uploads/CONSORT_2001_checklist.doc)).

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## **Conflict of Interest**

Authors are required to disclose any possible conflict of interest. These include financial (for example patent, ownership, stock ownership, consultancies, speaker's fee). Author's conflict of interest (or information specifying the absence of conflicts of interest) will be published under a separate heading entitled 'Conflict of Interests'.

*Journal of Intellectual Disability Research* requires that sources of institutional, private and corporate financial support for the work within the manuscript must be fully acknowledged, and any potential conflicts of interest noted. Please include this information under the separate headings of 'Source of Funding' and 'Conflict of Interest' at the end of your manuscript.

If the author does not include a conflict of interest statement in the manuscript then the following statement will be included by default: "No conflicts of interest have been declared".

## **Source of Funding**

Authors are required to specify the source of funding for their research when submitting a paper. Suppliers of materials should be named and their location (town, state/county, country) included. The information will be disclosed in the published article.

## **Publication Ethics**

The journal is a member of, and subscribes to the principles of the [Committee on Publication Ethics \(COPE\)](#). Wiley's Ethics guidelines can also be found at <http://exchanges.wiley.com/ethicsguidelines>

### 3. MANUSCRIPT TYPES ACCEPTED

#### Original Research Articles

The main text should proceed through sections of Abstract, Background, Methods, Results, and Discussion. Reports of up to 4,500 words are suitable for major studies and presentation of related research projects or longitudinal enquiry of major theoretical and/or empirical conditions. Please note that articles exceeding 4,500 words will be unsubmitted immediately from the review process and the authors will be asked to reduce the length of the article.

Authors submitting articles should be guided by the following checklists prior to submission:

For observational studies: <http://www.strobe-statement.org/?id=available-checklists>

For diagnostic studies: ([http://www.stard-statement.org/checklist\\_maintext.htm](http://www.stard-statement.org/checklist_maintext.htm))

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Qualitative Studies are only considered if they have strong theoretical underpinnings and use an established method of data synthesis.

#### Systematic Reviews

The maximum word length for systematic reviews is 4,500 words. Authors submitting a systematic review are encouraged to assess the quality of their article against the PRISMA checklist prior to submission ([http://www.prisma-statement.org/2.1.2 - PRISMA 2009 Checklist.pdf](http://www.prisma-statement.org/2.1.2-PRISMA%202009%20Checklist.pdf)) or MOOSE guideline (insert link to MOOSE Pdf).

#### Brief Reports

Brief Reports of up to 1,500 words are encouraged especially for replication studies, methodological research and technical contributions.

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Annotation Articles should be no more than 5,500 words long including tables and figures and should not have been previously published or currently under review with another journal. The normal instructions to authors apply. The date for submission of the article should be negotiated with the Editor in Chief. An honorarium of £400 in total shall be paid to the authors(s) when the article is accepted for publication.

Three main types of Annotations will be commissioned: 1. Authoritative reviews of empirical and theoretical literature. 2. Articles proposing a novel or modified theory or model. 3. Articles detailing a critical evaluation and summary of literature pertaining to the treatment of a specific disorder.

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A Hypothesis Paper can be up to 2,500 words and no more than twenty key references. It aims to outline a significant advance in thinking that is testable and which challenges previously held concepts and theoretical perspectives. Hypothesis papers should be discussed with the Editor in Chief prior to submission.

*Please note JIDR does not publish **Case studies**.*

## 4. PREPARATION OF THE MANUSCRIPT

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### Writing for Search Engine Optimization

Optimize the search engine results for your paper, so people can find, read and ultimately cite your work. Simply read our best practice [SEO tips](#) – including information on making your title and abstract SEO-friendly, and choosing appropriate keywords.

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### Spelling

- Spelling should conform to The Concise Oxford Dictionary of Current English.
- A high proportion of papers are submitted with the term 'behavior' as opposed to 'behaviour'; please use 'behaviour'.
- Where applicable the journal standard is to use words ending in –ise as opposed to –ize. For example, use 'analyse' 'standardise' as opposed to 'analyze' and 'standardize'

**Units of measurements, symbols and abbreviations** should conform with those in Units, Symbols and Abbreviations (1977) published and supplied by the Royal Society of Medicine. This specifies the use of SI units.

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It is important that the term 'intellectual disabilities' is used when preparing manuscripts. Please note that 'intellectual disability', as used in the journal, includes those conditions labelled mental deficiency, mental handicap, learning disability and mental retardation in some countries. The term 'person', 'people' or 'participant(s)' should be used as opposed to 'patient(s)'.

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The manuscript should be submitted in separate files: title page; main text file; figures.

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- (vi) conflict of interest statement.

The present address of any author, if different from that where the work was carried out, should be supplied in a footnote.

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For full and brief reports, and reviews, a structured summary should be included at the beginning of each article, incorporating the following headings: Background, Method, Results, and Conclusions. These should outline the questions investigated, the design, essential findings, and the main conclusions of the study.

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Giblett E.R. (1969) Genetic Markers in Human Blood. Blackwell Scientific Publications, Oxford.

Moss T.J. & Austin G.E. (1980) Preatherosclerotic lesions in Down's syndrome. *Journal of Mental Deficiency Research* **24**, 137- 41.



Seltzer M. M. & Krauss M.W. (1994) Aging parents with co-resident adult children: the impact of lifelong caregiving. In: *Life Course Perspectives on Adulthood and Old Age* (eds M. M. Seltzer, M.W. Krauss & M. P. Janicki), pp. 3–18. American Association on Mental Retardation, Washington, DC.

### Endnotes

Endnotes should be placed as a list at the end of the paper only, not at the foot of each page. They should be numbered in the list and referred to in the text with consecutive, superscript Arabic numerals. Keep endnotes brief; they should contain only short comments tangential to the main argument of the paper.

### Tables

Tables should include only essential data. Each table must be typewritten on a separate sheet and should be numbered consecutively with Arabic numerals, e.g. Table 1, Table 2, etc., and give a short caption.

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Figure Legends should be concise but comprehensive – the figure and its legend must be understandable without reference to the text. Include definitions of any symbols used and define/explain all abbreviations and units of measurement.

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Please upload:

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You may suspend a submission at any phase before clicking the 'Submit' button and save it to submit later. The manuscript can then be located under 'Unsubmitted Manuscripts' and you can click on 'Continue Submission' to continue your submission when you choose to.

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# Appendix 4

This is the cover letter, used when distributing information about the study and questionnaire.

Vil du delta i forskningsprosjektet

## «Growth mindset vs. Fixed mindset: En studie av ansatte forventninger til elevers utviklingspotensial»

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke ansattes forventninger til elevers utviklingspotensial. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

### Formål

Studien er et masterprosjekt ved VID Vitenskapelig høyskole. Prosjektet ble satt i gang fordi vi antar at det kan være viktig for elevers læring og utvikling. Studien vil se nærmere på tankesett og utfordrende atferd. I denne studien vil jeg undersøke nærmere problemstillingen «I hvor stor grad er det forskjell hos lærere og miljøterapeuters forventninger til elevers utviklingspotensial». Det vil si at studien kanskje kan være med på å oppdage nye områder innen for det miljøterapeutiske arbeidet i skolen.

Undersøkelsen tar utgangspunkt i tankesett som er nyansert i form av fastlåst og formbart, og det handler om hvordan lærere og miljøterapeuter vurderer elevers utvikling i skolen.

Resultatene fra undersøkelsen vil gi muligheten til å se nærmere på hvordan man jobber med elever med utviklingshemming, og kan være videre føring på å tenke nytt.

### Hvem er ansvarlig for forskningsprosjektet?

VID Vitenskapelig høyskole er ansvarlig for prosjektet.

Veileder for prosjektet: Frode Svartdal professor II ved VID vitenskapelige høyskole

Hva innebærer det for deg å delta?

Metoden for studien vil være et spørreskjema, der opplysningene blir registrert elektronisk. Hvis du velger å delta i prosjektet, innebærer det at du fyller ut spørreskjemaet, og det vil ta omlag 10-12 minutter. Studien er interessert i hvorfor du tenker at elever med utviklingshemming fremviser utfordrende atferd. Ved siden av påstandene finner du ulike svaralternativer, slik som veldig sannsynlig eller veldig usannsynlig, her vil du da krysse av hva du mener stemmer mest. I tillegg er studien interessert i hvordan du opplever arbeidshverdagen din, og her er påstander hvor du krysser av på hvilken du kjenner deg mest igjen i.

### **Det er frivillig å delta**

Det er frivillig å delta i prosjektet, og alle opplysningene er anonymisert. Det vil si at det ikke har noe negative konsekvenser for deg, arbeidsplassen eller arbeidsgiver. På bakgrunn av anonymiseringen, er det heller ikke muligheter for å bli identifisert.

### **Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger**

Vi vil kun bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

Frode Svartdal er veileder på prosjektet, og vil ha tilgang til opplysningene.

Spørreskjemaet er elektronisk og blir levert av Qualtrics, de har sikre servere og det vil være Frode Svartdal som har ansvar for det.

Deltakere i prosjektet vil ikke kunne gjenkjennes i eventuell publikasjon.

### **Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?**

Prosjektet skal etter planen avsluttes 15.06.2019. Etter at prosjektet er avsluttet vil all data som er innhentet bli slettet fra Qualtrics sine servere.

### **Hvor kan jeg finne ut mer?**

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

VID Vitenskapelig Høyskole ved veileder Frode Svartdal, på epost ([frode.svartdal@uit.no](mailto:frode.svartdal@uit.no)) og telefon: 77644345

VID Vitenskapelig Høyskole ved sekundærveileder Johannes Finne, på epost ([johannes.finne@vid.no](mailto:johannes.finne@vid.no)) og telefon: 51972282

VID Vitenskapelig Høyskole ved student Ane Kleppe, på epost ([anekleppe@gmail.com](mailto:anekleppe@gmail.com)) og telefon: 47326800

Med vennlig hilsen

Prosjektansvarlig

Student

Frode Svartdal

Ane Kleppe