PSYCHOMETRIC PROPERTIES OF THE ATTITUDES TOWARD INTELLECTUAL DISABILITY QUESTIONNAIRE – SHORT FORM IN THE SPANISH POPULATION

Propiedades psicométricas del Cuestionario de Actitudes hacia la Discapacidad Intelectual – Forma Corta en población española

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INTRODUCTION. Negative attitudes toward individuals with intellectual disabilities continue to be widespread in contemporary societies, acting as significant barriers to full social inclusion and personal development. Understanding public perceptions and their underlying dimensions is essential for designing effective educational interventions and policies aimed at promoting acceptance, equity, and social justice. To achieve this, valid and reliable assessment tools are required. While several instruments have been developed internationally, there is currently no widely validated short-form tool for assessing attitudes toward intellectual disabilities within the Spanish context. In response to this gap, the present study aimed to adapt and rigorously validate the short version of the *Attitudes Toward Intellectual Disability scale* (ATTID-SF; Morin *et al.*, 2013a, 2019) for use in Spain. **METHOD.** The study involved 255 university students enrolled in teacher education programs. The Spanish version of the *Attitudes Toward Intellectual Disability-Short Form Scale* (ATTID-SF-S) was administered, and its psychometric properties were thoroughly examined. Confirmatory factor analysis (CFA) was conducted to test the five-factor structure proposed in the original short form. **RESULTS.** The confirmatory factor analysis (CFA) supported the original factor model, confirming the multidimensional structure of the instrument. Internal consistency was "acceptable" to "very good" across all five subscales, with ordinal alpha coefficients ranging from 0.77 to 0.91, indicating solid reliability. **DISCUSSION.** The ATTID-SF-S demonstrated adequate psychometric properties, making it a suitable and practical tool for assessing explicit attitudes toward individuals with intellectual disabilities in Spanish-speaking university populations. Its brevity, theoretical grounding, and structural robustness make it especially appropriate for research, educational, and applied contexts.

Keywords: *Intellectual disability, Attitudes, Validation, Psychometric properties.*

Introduction

The first global report on disability by the World Health Organization (WHO) and the World Bank provides evidence on the situation of people with disabilities worldwide, estimating that 1.3 billion people – or 16% of the global population worldwide – have a significant disability (WHO, 2022). In Spain, this number reaches 4.38 million people (National Statistics Institute [INE], 2022). Among the nine types of disabilities considered in national statistics, individuals with intellectual disabilities represent 9%, specifically 281,720 people (Instituto de Mayores y Servicios Sociales, 2020).

Despite the considerable size of this population, people with intellectual disabilities continue to face significant inequalities and remain a highly marginalized and often overlooked group (Scior *et al.*, 2013). This marginalization is evidenced by the historically derogatory terminology used to describe them (Hsu *et al.*, 2015) and by the stereotyped, sensationalized, and limited portrayal of intellectual disability in the media (Llobera Ruiz, 2021). These factors contribute to persistent social, educational, and professional barriers that hinder their full inclusion.

In recent years, numerous initiatives have aimed to foster inclusion for individuals with intellectual disabilities. In the Spanish context, significant progress has been made through legislative and policy changes. For instance, the 2021 reform of the Spanish Civil Code eliminated the term *incapacitación* (incapacitation) and introduced a system of supported decision-making, in line with the principles of the CRPD (Ley 8/2021, de 2 de junio, por la que se reforma la legislación civil y procesal para el apoyo a las personas con discapacidad en el ejercicio de su capacidad jurídica, 2021). Additionally, the Spanish Organic Law 3/2020 on education (LOMLOE) (Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación, 2020) strengthened the commitment to inclusive education by recognizing the need for Universal Design for Learning and personalized support in mainstream schools. These measures have helped promote the legal recognition and social visibility of individuals with intellectual disabilities, although challenges remain in terms of full implementation and attitudinal change.

While these initiatives have had positive impacts, their effectiveness is undermined by persistent prejudice and discrimination (Keith *et al.*, 2015; Li *et al.*, 2014). This reality aligns with current models that conceptualize disability as a social construct—one that arises from a society's failure to accommodate diverse needs and promote the autonomy and participation of all individuals (Schalock *et al.*, 2021). Thus, meaningful change requires not only supporting people with disabilities but also challenging and transforming societal attitudes.

In this regard, the Sustainable Development Goals (SDGs) call for collective global action to promote prosperity while protecting the planet. Goal 4, "Quality Education," aims to ensure inclusive and equitable education and promote lifelong learning opportunities for all. Target 4.5 specifically highlights the importance of ensuring equal access to all levels of education and vocational training for vulnerable populations, including persons with disabilities (United Nations, n.d.). Similarly, the Convention on the Rights of Persons with Disabilities (CRPD), adopted in 2006, promotes the full and effective participation of people with disabilities in society. It advocates respect for difference and the acceptance of people with disabilities as part of human diversity and humanity.

Even when not overtly expressed, negative attitudes toward individuals with intellectual disabilities often persist in subtle forms. These attitudes influence perceptions, expectations, and interactions with people with intellectual disabilities (Fontana-Hernández & Vargas-Dengo, 2018). There remains a societal difficulty in embracing difference as an inherent and valuable aspect of the human condition (Flórez, 2018). As such, societal attitudes constitute one of the primary obstacles to the inclusion of individuals with intellectual disabilities. Understanding these attitudes is a necessary first step toward fostering transformative change by identifying the factors that can drive improvement.

In line with Triandis's (1971) original definition, attitude is understood as an idea charged with emotion that predisposes individuals to act in certain ways in social contexts. Attitudes comprise three interrelated components: a cognitive component (knowledge and beliefs), an affective component (feelings and emotions), and a behavioral component (tendencies to act) (de Boer & Munde, 2015; Beaulieu Bergeron & Morin, 2016; Íñiguez-Santiago *et al.*, 2017; Pivarč, 2020; Castillo & Larson, 2020). In the context of intellectual disability, the cognitive component refers to beliefs and knowledge about the condition; the affective component involves emotional responses; and the behavioral component encompasses actions and behaviors during interactions with people with intellectual disability (Beaulieu Bergeron & Morin, 2016).

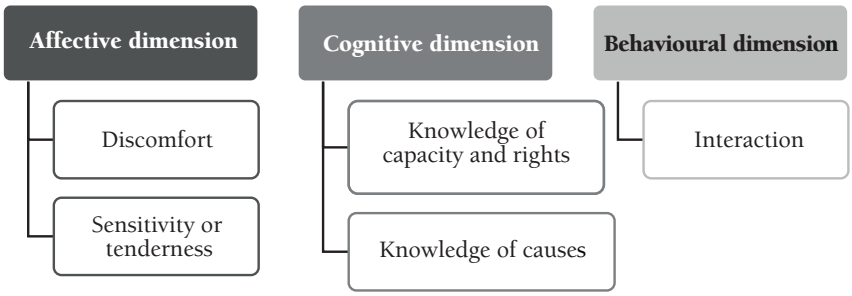
To thoroughly understand public attitudes toward people with intellectual disabilities, it is essential to have appropriate assessment instruments. However, such tools remain limited in number. In a review of instruments measuring attitudes toward disability, Palad *et al.* (2016) found that only 7 out of 31 specifically targeted intellectual disabilities. Subsequently, Moreno Pilo *et al.* (2022) reviewed the literature on attitudes toward people with disabilities and highlighted the frequent use of instruments such as the Attitudes Toward Intellectual Disability scale (hereinafter ATTID) (Morin *et al.*, 2013a) and the Attitudes to Disability Scale (ADS) (Power *et al.*, 2010). While widely applied, these instruments present limitations, particularly regarding their cultural and linguistic adaptation and their alignment with current conceptions of disability. The authors emphasize the need to revise and adapt these tools to enhance their relevance and effectiveness across diverse social and cultural contexts.

The ATTID is based on the tripartite model of attitudes (cognitive, affective, and behavioral), widely recognized as a gold standard (Aiken, 2002). The cognitive dimension assesses knowledge about the causes of intellectual disabilities; the affective dimension uses vignettes to explore emotional responses such as anxiety or discomfort; and the behavioral dimension presents hypothetical scenarios to evaluate likely actions toward individuals with intellectual disabilities.

The ATTID scale was designed based on a broad range of earlier instruments, including the Mental Retardation Attitude Inventory–Revised (Antonak & Harth, 1994), the Behavioral Intention Scale (Roberts & Lindsell, 1997), the Community Living Attitudes Scale–Mental Retardation (Henry *et al.*, 1996), the Pictographic Scale (Nowicki, 2006), and the interview questionnaire of the Multinational Attitude Study Survey (Burge *et al.*, 2007). It was also informed by human rights frameworks, most notably the Montreal Declaration on Intellectual Disability (PAHO & WHO, 2004). The original version comprises 67 items and showed excellent psychometric properties in a sample of 1,604 adults in Quebec, with an overall internal consistency of 0.92 and subscale reliabilities ranging from 0.59 to 0.89 (Morin *et al.*, 2013a).

Due to its length (approx. 22 minutes to complete), the authors later developed a shortened version—ATTID-Short Form (hereinafter ATTID-SF)—with 35 items while retaining the five original factors (*Discomfort*, *Knowledge of capacity and rights, Knowledge of causes, Sensitivity or Tenderness, and Interaction*) mapped to the three attitude dimensions (Morin *et al.*, 2015; Morin *et al.*, 2019) as shown in Figure 1. The short form preserved the factor structure and explained a similar amount of variance (47.6%) compared to the full version (39.4%), while maintaining excellent internal consistency, test-retest reliability, and construct validity (Martins *et al.*, 2021; Chadwick *et al.*, 2016; Palad *et al.*, 2016).

Figure 1. Dimensions and factors of ATTID



The ATTID-SF has been translated and adapted in several countries. For instance, Da Cunha Lopes (2018) developed a Portuguese version (P-ATTID), showing good internal consistency (α = .63–.89), though the factor structure differed slightly. Kim and Park (2018) adapted the scale for Korean populations (K-ATTID) and retained a similar structure and internal consistency (α = .928). Jelleli *et al.* (2022) adapted the ATTID-SF into Arabic, confirming the five-factor model through confirmatory factor analysis with strong factor loadings (> .71). Similarly, the Turkish version by Akbulut Zencirci *et al.* (2022) confirmed the original factor structure and demonstrated reliability with alpha coefficients between 0.76 and 0.87.

These findings underscore that the ATTID-SF is one of the most robust instruments currently available for assessing attitudes toward intellectual disabilities.

University students represent a particularly relevant population in this context, as they are both active members of society and future professionals whose integration into a diverse workforce will be shaped by their attitudes toward disability. Recent research has shown that even students in education-related fields may hold stereotypical and sometimes negative beliefs about people with intellectual disabilities, which can ultimately impact their future professional practice (Beunza-García *et al.*, 2023). Consequently, there is a clear need to target this group in efforts to foster inclusive mindsets.

Given these considerations, the aim of the present study is to translate and culturally adapt the ATTID-SF for the Spanish population—specifically university students—resulting in the ATTID-SF-S. This will provide a reliable, valid, and internationally comparable instrument for assessing attitudes toward individuals with intellectual disabilities in Spain.

Methods

Sample

The final sample consisted of 255 university students enrolled at the Faculty of Education of the Complutense University of Madrid (Spain). This sample, purposive by convenience, is conditioned by different factors such as accessibility to the subjects of certain courses, class attendance or willingness to participate in the research.

Despite this condition, the sample aligns with widely accepted methodological recommendations for psychometric validation studies. Specifically, when factor loadings are equal to or exceed a value of 0.60, a sample size of approximately 200 participants is generally deemed sufficient to ensure both the stability of the factor structure and the reliability of the findings in confirmatory factor analysis procedures (Comrey & Lee, 1992; Field, 2005; Guadagnoli & Velicer, 1988; Hair *et al.*, 2010). Therefore, the current sample size can be considered methodologically adequate and statistically robust for the analyses conducted.

With regard to participant demographics (see table 1), over 95% of the students were aged between 18 and 25 years, reflecting a predominantly young adult university population. Concerning their academic trajectories, the sample included students from a range of undergraduate and graduate education programs, with the majority concentrated in the first year (32.9%) and third year (44.3%) of study. The most represented degree program was the Double Degree in Early Childhood Education and Pedagogy, which accounted for the largest proportion of participants. This was followed by students enrolled in Pedagogy, representing 18% of the total sample.

Table 1. Demographic data of participants

Demographics		%
Years	18 - 25 years:	95.3%
	26 - 30 years:	2.0%
	31 - 35 years:	.8%
	36 - 40 years:	.8%
	40 - 50 years:	.8%
	50 - 60 years:	.4%
Degree	Double Degree in Early Childhood Education and Pedagogy:	42.0%
	Pedagogy:	18.0%
	Degree in Primary Education:	10.2%
	Degree in Early Childhood Education:	8.6%
	Double Degree in Early Childhood + Primary Education:	7.5%
	Social Education:	7.5%
	Other:	3.5%
	Double Degree in Primary Education + Pedagogy:	2.7%
Academic year	Third:	44.3%
	First:	32.9%
	Second:	19.2%
	Master:	2.4%
	Fifth:	.8%
	Fourth:	.4%

Additionally, the Degrees in Primary Education and Early Childhood Education were similarly represented, comprising approximately 10% and 9%, respectively. Less frequent but still notable participation came from students pursuing the Degree in Social Education and the Double Degree in Early Childhood and Primary Education, each contributing around 7% to the overall sample. The lowest levels of representation were observed in the Master's degree program (4%) and the Double Degree in Primary Education and Pedagogy (3%), reflecting the smaller enrollment figures typically associated with these advanced or specialized programs.

Instrument

The ATTID-SF comprises 35 items rated on a 5-point Likert scale, ranging from 1 (completely agree) to 5 (completely disagree). In addition, as in the original version, an optional response category was included: 9 (not applicable or don't know).

The original ATTID-SF (Morin *et al.*, 2013a) does not include normative cut-off scores. Instead, it provides continuous measures of attitudes across its subscales, with higher scores reflecting more positive attitudes toward people with intellectual disabilities. This format is appropriate for research purposes, allowing for group comparisons and the assessment of intervention effects.

As previously noted, the ATTID-SF is based on a three-dimensional model of attitudes—emotional, cognitive, and behavioral—and assesses explicit attitudes through five subscales: (a) D*iscomfort* (emotional dimension), (b) *Knowledge of Capacity and Rights* (cognitive dimension), (c) *Interaction* (behavioral dimension), (d) *Sensitivity or Tenderness* (emotional dimension), and (e) *Knowledge of Causes* (cognitive dimension). The items reflect the cognitive (14 items), affective (14 items), and behavioral (7 items) components of attitudes toward individuals with intellectual disability, distributed across the five aforementioned factors.

At the beginning of the questionnaire, the original scale and its authors are cited, along with a statement ensuring the confidentiality of the study. As in the official version, a brief explanation of intellectual disability is provided, reading: "Before starting to answer these questions, it is important to know that PEOPLE WITH INTELLECTUAL DISABILITIES experience limitations in daily life and are often slower in their development."

Following the 35 main items, a brief section includes additional questions regarding participants' experiences and knowledge related to intellectual disability: (1) "How much do you know about intellectual disability?" (nothing, not much, quite a bit, a lot); (2) "How many people with intellectual disability do you know, or have you met?" (indicate a number); (3) "When was your last contact with someone with intellectual disability?" (days, months, or years ago); (4) "How often have you interacted with people with intellectual disability throughout your life?" (never, sometimes, frequently, or very frequently); (5) "What is your relationship with the people with intellectual disability you know?"; and (6) "How would you describe your relationships with people with intellectual disability?" (excellent, good, neutral, poor, or very poor). These items were included to assess concurrent validity.

Finally, participants answered three sociodemographic questions: age, degree program, and year of study.

Procedure

The translation of the ATTID-SF into Spanish was conducted in collaboration with two professionals in education and pedagogy who are fluent English speakers and regularly engage in academic work in English. Both professionals also have extensive experience in the field of intellectual and developmental disabilities, which ensured the use of appropriate terminology and conceptual equivalence in the translation. Each independently translated the short version of the ATTID into Spanish. The two translations were then compared and reconciled into a single version.

This reconciled translation was subsequently compared with the Spanish version of the original ATTID to ensure consistency in item order and specific elements such as character names and gender references used in the case descriptions of the questionnaire.

Following this, a back-translation process was conducted, whereby the Spanish version was retranslated into English. This version was reviewed by native English and Spanish speakers to verify semantic accuracy and conceptual equivalence.

After confirmation, the final Spanish version of the questionnaire was digitised using Google Forms and disseminated across courses within the Faculty of Education at the Complutense University of Madrid over a period of two months. The questionnaire was distributed through the Virtual Campus of several subjects taught within the faculty, with the active collaboration of instructors who shared the survey link directly on the digital platforms of their respective courses, encouraging student participation.

Prior to participation, students were informed about the objectives of the study, the voluntary nature of their involvement, and the confidentiality of their responses. Ethical guidelines were strictly followed, in line with the European Union's General Data Protection Regulation (Regulation [EU] 2016/679), which established a common framework for the protection of personal data across member states. In Spain, this regulation was initially complemented by Organic Law 15/1999 on the Protection of Personal Data. However, this law was later repealed and replaced by Organic Law 3/2018, which aligns Spanish legislation with the General Data Protection Regulation and introduces new digital rights protections (European Union, 2016; Spain, 1999; Spain, 2018).The introductory section of the questionnaire specified that the data collected would be used exclusively for scientific and research purposes, that all responses would be anonymized, and that the information would be analyzed collectively to ensure participant confidentiality. Acceptance of informed consent was requested as a prerequisite for continuing with the questionnaire. Additionally, participants were provided with the contact details of the principal investigator, to whom they could address any questions or concerns regarding the study.

Data Analysis

Internal consistency of the Spanish version of Attitudes Toward Intellectual Disability–Short Form (hereinafter ATTID-SF-S) was assessed using the ordinal alpha coefficient (Elosua Oliden & Zumbo, 2008) and McDonald's Omega coefficient (McDonald, 1999), calculated for each dimension of the scale.

Construct validity was examined through confirmatory factor analysis. The proposed model of items and dimensions was evaluated for model fit based on the correlation matrix. Given the ordinal nature of the data, a polychoric correlation matrix combined with a robust estimator—Diagonally Weighted Least Squares (DWLS)—was employed.

All statistical analyses were performed using the SEM-lj module in JAMOVI, version 2.3.18.

Results

The dimensional analysis produced results consistent with those reported by Morin *et al.* (2019). Internal consistency, calculated using ordinal alpha, was slightly higher across all dimensions compared to the original study. Similarly, consistency estimated using McDonald's Omega coefficient was also higher, except for the Interaction dimension (Table 2).

Table 2. Internal consistency comparison between ATTID-SF and ATTID-SF-S

	Items number	ATTID-SF	ATTID-SF-S	
		Cronbach's α coefficient	Apha Ordinal	W McDonald
Discomfort	8	.866	.917	.925
Knowledge of capacity and rights	8	.825	.887	.883
Interaction	7	.791	.824	.782
Sensitivity or tenderness	6	.755	.899	.905
Knowledge of causes	6	.671	.774	.701

To examine the dimensional structure, a confirmatory factor analysis (CFA) was conducted using a five-factor model consistent with the instrument's theoretical structure. A nonlinear estimation procedure was employed, as the item distributions violated the assumption of multivariate normality. This was confirmed by Mardia's skewness and kurtosis statistics, both of which yielded *p*-values below .001 (Table 3).

Table 3. Mardia's coefficients

	Coefficient	z	χ^2	df	p
Skewness	298		12651	7770	< .001
Kurtosis	1433	21.6			< .001

The percentage of variance explained by each dimension was assessed using the Average Variance Extracted (AVE) index, which is appropriate for CFA and provides evidence of convergent validity. An AVE of 0.50 or higher indicates that the latent construct accounts for more than half of the variance in its indicators. As shown in Table 4, only the *Knowledge of Causes* dimension yielded an AVE below .50.

Table 4. Average Variance Extracted (AVE)

Variable	AVE
Discomfort	0.71
Knowledge of capacity and rights	0.64
Interaction	0.50
Sensitivity or tenderness	0.69
Knowledge of causes	0.40

To determine the contribution of each item to its corresponding dimension, standardized factor loadings (β) were obtained through CFA. All loadings were statistically significant ($p < .001$), and many exceeded the 0.60 threshold, indicating strong contributions to their respective factors. These findings are consistent with those of the original study, in which most factor loadings also surpassed 0.60. Table 5 presents the factor loadings for each item in both versions, computed using their respective estimation methods.

Table 5. Factor loadings in ATTID-SF and ATTID-SF-S forms

	ATTID-SF Factor	ATTID-SF-S Beta
FACTOR 1. Discomfort		
Experience anxiety (Dominic)	0.75	0.81
Feel insecure (Dominic)	0.73	0.87
Be wary (Dominic)	0.72	0.87
Be wary (Raphael)	0.68	0.88
Feel afraid (Raphael)	0.67	0.80
Feel afraid (Dominic)	0.67	0.77
Feel insecure (Raphael)	0.65	0.87
Experience anxiety (Raphael)	0.63	0.84
FACTOR 2. Knowledge of capacity and rights		
To make decisions	0.69	0.75
Should have the right to get married	0.67	0.91
To handle money	0.67	0.84
Should have the right to vote	0.66	0.73
Should have to right to have children	0.65	0.74
To carry on a conversation	0.64	0.66
Should have the right to have sex	0.62	0.92
To hold down a job	0.58	0.81
FACTOR 3. Interaction		
Would you agree to supervise Raphael at your work?	0.74	0.72
Would you accept Raphael as your son or daughter's friend?	0.64	0.40
Would you agree to supervise Dominic at your work?	0.61	0.59
Would you accept Dominic as your son or daughter's friend?	0.59	0.83
Would you accept being advised by Dominic in a clothing store?	0.58	0.91
Feel comfortable talking to him (Raphael)	0.58	0.31
Would you accept being advised by Dominic in an electronics store?	0.53	0.92

Table 5. Factor loadings in ATTID-SF and ATTID-SF-S forms (cont.)

FACTOR 4. Sensitivity or tenderness		
Feel sad (Raphael)	0.75	0.83
Feel sad (Dominic)	0.69	0.85
Feel touched, moved? (Raphael)	0.63	0.79
Feel pity (Raphael)	0.63	0.81
Feel touched, moved? (Dominic)	0.62	0.79
Feel pity (Dominic)	0.54	0.91
FACTOR 5. Knowledge of causes		
Consumption of drugs or alcohol by the mother during pregnancy	0.68	0.77
Malnutrition in the mother	0.67	0.68
Problems during birth	0.62	0.71
Chemicals in the environment	0.60	0.49
Serious head injury in a child	0.59	0.64
Lack of stimulation during childhood	0.52	0.42

Table 6 displays the Pearson correlations calculated between the mean scores of the five factors. In the Spanish version, the correlations ranged from –.41 to .49. All correlations were statistically significant, except those between *Knowledge of Causes* and *Discomfort* (r = –.02), *Knowledge of Causes* and *Knowledge of Capacity and Rights* (r = .02), and *Knowledge of Causes* and *Sensitivity or Tenderness* (r = .05); as well as between *Sensitivity or Tenderness* and *Knowledge of Capacity and Rights* (r = –.11). These results closely mirror those of the original study, which reported significant correlations among all factors except for two: *Knowledge of Causes* and *Discomfort* (r = –.03)—also observed in the ATTID-SF-S—and *Knowledge of Causes* and *Interaction* (r = .01) (Morin *et al.*, 2019).

Table 6. Correlations between the factors

	Version	Discomfort	Knowledge of capacity and rights	Interaction	Sensitivity or tenderness	Knowledge of causes
Discomfort	ATTID-SF	—				
	ATTID-SF-S	—				
Knowledge of capacity and rights	ATTID-SF	.29**	---			
	ATTID-SF-S	-.41***	—			
Interaction	ATTID-SF	.45**	.44**	---		
	ATTID-SF-S	-.30***	.47***	---		
Sensitivity or tenderness	ATTID-SF	.31**	.19**	.19**	---	
	ATTID-SF-S	.49***	-.11	-.17**	—	
Knowledge of causes	ATTID-SF	-.03	.10**	.01	-.07**	---
	ATTID-SF-S	-.02	.02	.18**	.05	—

*Note: *p<.05; **p <.01; ***p <.001*

To conclude the construct validity analysis, the model's key fit indices are presented in Table 7. All indicators suggest good model fit. Notably, the Comparative Fit Index (CFI), the Bollen Incremental Fit Index (IFI), and the Relative Non-Centrality Index (RNI) all exceeded .96. The Tucker–Lewis Index (TLI) and the Bentler–Bonett Non-Normed Fit Index (NNFI) also indicated strong fit, each with a value of .959.

Table 7. Adjustment indices of the model

Comparative Fit Index (CFI)	.962
Tucker-Lewis Index (TLI)	.959
Bentler-Bonett Non-normed Fit Index (NNFI)	.959
Bentler-Bonett Normed Fit Index (NFI)	.945
Parsimony Normed Fit Index (PNFI)	.873
Bollen's Relative Fit Index (RFI)	.940
Bollen's Incremental Fit Index (IFI)	.962
Relative Noncentrality Index (RNI)	.962
Hoelter Critical N (CN), a=0.05	68.2051
Hoelter Critical N (CN), a=0.01	70.9145
Goodness of Fit Index (GFI)	.9560
Parsimony Goodness of Fit Index (GFI)	.7252
McDonald Fit Index (MFI)	.0492

Finally, concurrent validity was examined using several items from the sociodemographic questionnaire: perceived knowledge about intellectual disability, the number of individuals with intellectual disability known, frequency of contact with individuals with intellectual disability, and time since last contact. These items were also used in the original ATTID validation.

Table 8 presents the Spearman correlations between these sociodemographic variables and the factor scores for both the original and Spanish versions. In the original short form, the *Discomfort* and *Interaction* factors were significantly correlated with perceived knowledge about intellectual disability, frequency of contact, and time since last contact. In the Spanish version, *Discomfort* was significantly correlated with all four variables, whereas *Interaction* correlated only with the number of known individuals and frequency of contact. The *Sensitivity or Tenderness* factor was significantly associated with perceived knowledge and contact frequency in the original version. However, in the Spanish version, it correlated significantly only with perceived knowledge—and in the opposite direction. Notably, the *Knowledge of Causes* factor was not significantly correlated with any of the sociodemographic variables in either version.

Table 8. Correlations between the factors and sociodemographic items

	Version	Discomfort	Knowledge of capacity and rights	Interaction	Sensitivity or tenderness	Knowledge of causes
Perceived knowledge about intellectual disability	**ATTID-SF**	-.217***	-.033	-.176***	-.154***	.017
	ATTID-SF-S	.158*	-.140*	-.114	.161*	-.094
Number of persons with intellectual disability known	**ATTID-SF**	-.006	-.001	.004	-.036	-.018
	ATTID-SF-S	.175**	-.114	-.124*	.069	-.120
Last contact with someone with intellectual disability	**ATTID-SF**	.072**	.017	.104***	.019	-.002
	ATTID-SF-S	-.145*	-.032	-.037	-.100	.019
Frequency of contact with intellectual disability	**ATTID-SF**	-.200***	-.016	-.184***	-.147***	.045
	ATTID-SF-S	.143*	-.131*	-.134*	.042	-.002

*Note: *p< .05; **p < .01; ***p <.001*

Discussion

The present study was conducted with the primary objective of validating the ATTID-SF-S for use in research contexts within Spain. The results obtained provide solid support for both the reliability and validity of the instrument when applied to a population of Spanish university students. Analyses of internal consistency showed that all five attitudinal dimensions achieved reliability coefficients ranging from "good" to "very good" (Field *et al.*, 2012), thereby confirming the robustness of the scale. The reliability indices in this Spanish adaptation slightly exceeded those reported in the original validation (Morin *et al.*, 2019), as well as in the Turkish and Arabic versions (Akbulut Zencirci *et al.*, 2022; Jelleli *et al.*, 2022), further reinforcing the internal coherence of the instrument across different linguistic and cultural contexts.

Confirmatory factor analysis provided additional empirical support for the five-factor structure proposed in the original version of the ATTID-SF. These findings confirm the multidimensional structure of attitudes toward intellectual disability in the Spanish context, reflecting the theoretical foundations on which the instrument was developed. Convergent validity, assessed via Average Variance Extracted (AVE), yielded satisfactory results in four of the five dimensions, with values exceeding the recommended threshold of 0.50. This supports the structural validity of the ATTID-SF-S and suggests that the latent constructs—Discomfort, Interaction, Knowledge of Causes, Knowledge of Capacity and Rights, and Sensitivity or Tenderness—are adequately represented by their respective indicators.

While the concurrent validity analysis revealed only modest associations between ATTID-SF-S scores and sociodemographic characteristics, this pattern aligns with findings from the original validation (Morin *et al.*, 2019), where correlations were also weak or non-significant. These results suggest that basic demographic variables may not strongly account for individual differences in attitudes. Nonetheless, the present findings did highlight meaningful associations between the Discomfort and Interaction dimensions and participants' reported experiences with individuals with intellectual disabilities—particularly in terms of frequency and recency of contact. Such relationships are consistent with prior research emphasizing the role of interpersonal experiences in fostering more positive attitudes (Albaum *et al.*, 2022), and point to the potential of contact-based interventions as effective strategies for reducing prejudice and promoting inclusion.

The effectiveness of interventions aimed at changing attitudes toward people with intellectual disabilities has been supported by numerous studies. However, recent systematic reviews highlight a lack of consensus regarding the design of such programs and the instruments used to evaluate their efficacy (Beunza-García *et al.*, 2025). These findings underscore the importance of developing psychometrically robust and contextually adapted tools—such as the ATTID-SF-S—that can serve both to advance academic knowledge and to support the design and evaluation of evidence-based interventions.

Accordingly, the present research contributes to a growing body of literature emphasizing the importance of developing valid, reliable, and culturally adapted instruments for assessing attitudes toward people with intellectual disabilities. Recent studies, such as those by Cabezas Gómez *et al.* (2022a), have underscored the need to explore these attitudes among adolescents in both compulsory and post-compulsory education, given their formative role in shaping inclusive values. The development and validation of the "Goratu" questionnaire for Spanish-speaking youth (Cabezas Gómez *et al.*,

2022b) represents a significant advancement in this area. While "Goratu" provides valuable insights into culturally and developmentally appropriate representations of intellectual disability, the ATTID-SF-S offers a theoretically grounded and internationally validated alternative that enables cross-cultural comparability. This feature is particularly relevant for researchers aiming to contribute to global conversations on stigma, inclusion, and disability awareness. Along similar lines, Boluarte *et al.* (2023) recently developed and validated an instrument to assess attitudes toward intellectual disability in professional settings in Peru. Their work, like the present study, highlights the importance of ensuring both conceptual and contextual adaptation in the measurement of attitudes, particularly when the goal is to inform the design of effective interventions and policies.

Despite its strengths, this study is not without limitations. The sample size (n = 255), although consistent with those used in comparable validation studies (e.g., Jelleli *et al.*, 2022; Osterlind, 1989), may constrain the generalizability of the results. The exclusive recruitment of participants from the Faculty of Education at the Complutense University of Madrid (UCM) introduces a degree of homogeneity in terms of academic and sociodemographic profiles. This sample, purposive by convenience, was influenced by factors such as accessibility to the subjects of certain courses, class attendance, or willingness to participate in the research, which may have reinforced this homogeneity. This limited variability could partly explain the low magnitude of correlations between ATTID-SF-S scores and demographic variables.

Future studies should aim to replicate these findings using larger, more heterogeneous samples that include students from a broader range of universities, geographic regions, and academic disciplines. Such efforts would make it possible to examine measurement invariance across relevant subgroups (e.g., gender, age, educational background, or professional experience), thereby deepening our understanding of how attitudes toward intellectual disability are formed and expressed in diverse populations (Morin *et al.*, 2013b; Morin *et al.*, 2019).

Beyond its psychometric robustness, one of the key advantages of the ATTID-SF-S lies in its format and practical utility. As a short-form instrument, it is especially well suited for implementation in educational and research settings where time and participant attention may be limited. Its concise structure maintains sufficient theoretical depth and structural soundness, making it an efficient yet comprehensive tool for assessing explicit attitudes toward individuals with intellectual disability. Furthermore, its cross-cultural foundation and strong empirical support position it as an ideal instrument for longitudinal studies, program evaluations, and comparative research across institutional and cultural contexts. In Spain, the ATTID-SF-S holds particular potential for informing the development and assessment of educational interventions, training programs for future professionals, and public policies that aim to promote inclusion and reduce stigma. As such, this instrument contributes not only to advancing academic research on attitudes, but also to supporting broader societal objectives such as fostering respect, equity, and social justice for individuals with intellectual disability.

One potential limitation of the ATTID-SF-S, inherited from the original version (Morin *et al.*, 2013), is the absence of established cut-off scores to classify attitudes as positive, neutral, or negative. While this may restrict its immediate interpretability in applied settings, the scale's continuous scoring system enables robust use in research contexts—particularly for comparing group differences or evaluating change following interventions. Future research could help enhance the practical utility of the instrument by developing normative data or interpretative benchmarks tailored to different populations and settings.

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Resumen

Propiedades psicométricas del Cuestionario de Actitudes hacia la Discapacidad Intelectual – Forma Corta en población española

INTRODUCCIÓN. Las actitudes negativas hacia las personas con discapacidad intelectual siguen siendo muy frecuentes en las sociedades contemporáneas, actuando como barreras significativas para la inclusión social plena y el desarrollo personal. Comprender las percepciones públicas y sus dimensiones subyacentes es fundamental para diseñar intervenciones educativas y políticas eficaces orientadas a promover la aceptación, la equidad y la justicia social. Para ello, se requieren instrumentos de evaluación válidos y fiables. Aunque existen varios instrumentos desarrollados a nivel internacional, actualmente no hay una herramienta de forma corta ampliamente validada para evaluar actitudes hacia la discapacidad intelectual en el contexto español. En respuesta a esta carencia, el presente estudio tuvo como objetivo adaptar y validar rigurosamente la versión corta de la escala *Attitudes Toward Intellectual Disability-Short Form* (ATTID-SF; Morin *et al.*, 2013a, 2019) para su uso en España. MÉTODO. Participaron 255 estudiantes universitarios matriculados en programas de educación. Se administró la versión española de la escala *Attitudes Toward Intellectual Disability-Short Form* (ATTID-SF-S) y se examinaron sus

propiedades psicométricas de manera exhaustiva. Se realizó un análisis factorial confirmatorio (AFC) para evaluar la estructura de cinco factores propuesta en la versión corta original. RESULTADOS. El análisis factorial confirmatorio (AFC) respaldó el modelo factorial original, confirmando la estructura multidimensional del instrumento. La consistencia interna fue de "aceptable" a "muy buena" en las cinco subescalas, con coeficientes alfa ordinal que oscilaron entre 0.77 y 0.91, indicando una fiabilidad sólida. DISCUSIÓN. El ATTID-SF-S mostró propiedades psicométricas adecuadas, lo que lo convierte en una herramienta válida y práctica para evaluar actitudes explícitas hacia personas con discapacidad intelectual en poblaciones universitarias de habla hispana. Su brevedad, fundamentación teórica y solidez estructural lo hacen especialmente apropiado para contextos de investigación, educativos y aplicados.

Palabras clave: *Discapacidad intelectual, Actitudes, Validación, Propiedades psicométricas.*

Résumé

Propriétés psychométriques du Questionnaire des attitudes envers le handicap intellectuel – version courte dans la population espagnole

INTRODUCTION. Les attitudes négatives envers les personnes présentant un handicap intellectuel demeurent très répandues dans les sociétés contemporaines, constituant des obstacles majeurs à l'inclusion sociale et au développement personnel. Comprendre les perceptions sociales et leurs dimensions sous-jacentes est essentiel pour concevoir des interventions éducatives et des politiques efficaces visant à promouvoir l'acceptation, l'équité et la justice sociale. À cette fin, des instruments d'évaluation valides et fiables sont indispensables. Bien que plusieurs outils aient été développés à l'échelle internationale, il n'existe actuellement aucun instrument abrégé largement validé pour mesurer les attitudes envers la déficience intellectuelle dans le contexte espagnol. En réponse à cette lacune, cette recherche a pour objectif d'adapter et de valider rigoureusement la version courte de l'échelle *Attitudes Toward Intellectual Disability–Short Form* (ATTID-SF ; Morin et al., 2013a, 2019) pour son utilisation en Espagne. MÉTHODE. L'étude a porté sur un échantillon de 255 étudiants universitaires inscrits en formation pour devenir enseignants. La version espagnole de l'échelle *Attitudes Toward Intellectual Disability–Short Form* (ATTID-SF-S) a été administrée et ses propriétés psychométriques ont été examinées de manière approfondie. Une analyse factorielle confirmatoire (AFC) a été réalisée afin de tester la structure à cinq facteurs proposée dans la version originale abrégée. RÉSULTATS. L'AFC a confirmé le modèle factoriel initial, validant la structure multidimensionnelle de l'instrument. La cohérence interne s'est révélée acceptable à très bonne pour les cinq sous-échelles avec des coefficients alpha ordonnés compris entre 0,77 et 0,91, ce qui témoigne d'une fiabilité solide. DISCUSSION. L'ATTID-SF-S a démontré des qualités psychométriques satisfaisantes, montrant être un outil pertinent et pratique pour évaluer les attitudes explicites envers les personnes ayant un handicap intellectuel dans les populations universitaires hispanophones. Sa brièveté, son ancrage théorique et sa robustesse structurelle en font un instrument particulièrement adapté aux contextes de recherche, éducatifs et appliqués.

Mots-clés : *Déficience intellectuelle, Attitudes, Validation, Propriétés psychométriques.*

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