

Supports Scale for Preschool Inclusion

Inclusion is education of children with (visual or hearing impairments, mental retardation, or chronic illnesses like asthma and epilepsy) and without special needs in the same environment. The below statements are intended to identify the supports/sources that teachers think important for a successful preschool inclusion. You are expected to rate each statement in a binary dimension: In the first dimension, please rate how necessary you think the supports/sources is for a successful inclusion and in the second dimension, please rate how available / accessible the given support / source is for you.

	How necessary for a successful inclusion?				In what degree you have this support/source?			
	1- not at all	2- little	3- somewhat	4- to a great extent	1- not at all	2- little	3- somewhat	4- to a great extent
1. To have the opportunity to observe teachers with knowledge, skill, and experience in working with children with special needs	1	2	3	4	1	2	3	4
2. To have knowledge about child's disability/illness	1	2	3	4	1	2	3	4
3. Classroom/school's physical environment is to be appropriate for children with special needs (e.g. size of classroom, appropriate place for individual education, health, and security)	1	2	3	4	1	2	3	4
4. To have appropriate materials and toys for children with special needs (i.e., appropriate for her developmental needs and her individuality)	1	2	3	4	1	2	3	4
5. To have knowledge and skill to assess development of children with special needs	1	2	3	4	1	2	3	4
6. To have peer social acceptance of children with special needs (e.g. to be liked, approved, helped, included into the games by other children)	1	2	3	4	1	2	3	4
7. To have technological equipment to support education of children with special needs (e.g. computer programs, video-tapes, and DVDs)	1	2	3	4	1	2	3	4
8. To have knowledge and skill to identify appropriate educational goals for children with special needs	1	2	3	4	1	2	3	4
9. To have family involvement and support of children with special needs	1	2	3	4	1	2	3	4
10. To have volunteers in classroom/school for children with special needs (e.g. family members, students)	1	2	3	4	1	2	3	4
11. To have knowledge and skill about communicating and collaborating with families	1	2	3	4	1	2	3	4
12. To have the appreciation from others (families, colleagues, and administrators) in the work place for her/his efforts of children with special needs	1	2	3	4	1	2	3	4

	How necessary for a successful inclusion?				In what degree you have this support/source?			
	1- not at all	2- very little	3- somewhat	4- to a great extent	1- not at all	2- very little	3- somewhat	4- to a great extent
13. To have opportunities to attend meetings, conferences etc about the education of children with special needs	1	2	3	4	1	2	3	4
14. To have positive attitudes of school personnel towards inclusion	1	2	3	4	1	2	3	4
15. To have knowledge about laws and regulations concerning inclusion	1	2	3	4	1	2	3	4
16. To be in contact with professionals for corporation and -if needed supervision- for children with special needs at your school (e.g. special education teacher, psychologist, experienced teacher)	1	2	3	4	1	2	3	4
17. To have positive attitudes of families of typically developing children	1	2	3	4	1	2	3	4
18. To have knowledge and skill about appropriate teaching methods and how to put them into practice for children with special needs	1	2	3	4	1	2	3	4
19. To have collaboration with professionals serving outside the school (e.g. special education teacher, doctor, physiotherapist, psychologist, etc.)	1	2	3	4	1	2	3	4
20. To have knowledge and skill about curriculum adaptation and implementation	1	2	3	4	1	2	3	4
21. To have in-service training in needed areas of inclusion	1	2	3	4	1	2	3	4
22. To have training for the school personnel fostering positive attitudes for children with special needs	1	2	3	4	1	2	3	4
23. To have knowledge and skill about adaptation of classroom environment according to the needs of the children with special needs	1	2	3	4	1	2	3	4
24. To have regular meetings with families and specialists to evaluate and discuss development of children with special needs	1	2	3	4	1	2	3	4
25. To have knowledge and skill about behavior management	1	2	3	4	1	2	3	4
26. To have small class size for the class in which child with special needs attends	1	2	3	4	1	2	3	4
27. To have written information on needed areas of inclusion	1	2	3	4	1	2	3	4
28. To have knowledge and skill about how to adapt and use materials / toys for children with special needs	1	2	3	4	1	2	3	4
29. To have additional personnel in classroom or school for child with special needs	1	2	3	4	1	2	3	4

	How necessary for a successful inclusion?				In what degree you have this support/source?			
	1- not at all	2- little	3- somewhat	4- to a great extent	1- not at all	2- little	3- somewhat	4- to a great extent
30. To have knowledge and skill to promote positive interactions between children with special needs and other children	1	2	3	4	1	2	3	4
31. To have school principals' support for a teacher about children with special needs	1	2	3	4	1	2	3	4
32. To have knowledge and skill about usage of special equipments of children with special needs (e.g. how to put on a hearing aid)	1	2	3	4	1	2	3	4
33. To have appreciation of others from outside of the work place (e.g. from her /his own family, friends, and acquaintances)	1	2	3	4	1	2	3	4
34. To have extra time for collaboration with professionals/personnel/families	1	2	3	4	1	2	3	4

Apart from the ones stated above, please write down any other situation that facilitates or complicates a successful implementation of inclusion.