



Inclusive Practices and Collaboration Staff Perception Survey

A. General Information

1. District Name:

2. School Name:

3. What grade level do you teach? *Select all that apply.*

- | | | | | | | |
|--------------|---------|---------|---------|---------|---------|---------|
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
| Grade 7 | Grade 8 | None | | | | |

Note: All responses are anonymous.

B. Inclusive Practices - Rate the following based on experiences at your school.

<i>At my school:</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. Inclusive education has a positive effect on the academic development of students with specific learning disabilities.	1	2	3	4	5	6
2. Inclusive education has a positive effect on the academic development of students without specific learning disabilities.	1	2	3	4	5	6
3. Students with specific learning disabilities should be educated in the general education classroom.	1	2	3	4	5	6
4. Although students may differ intellectually, physically, and psychologically, all students with specific learning disabilities can make academic progress.	1	2	3	4	5	6
5. Teachers adjust instruction to meet the needs of diverse learners.	1	2	3	4	5	6
6. Teachers hold high standards for students with specific learning disabilities.	1	2	3	4	5	6

<i>At my school:</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
7. Teachers hold high standards for students without specific learning disabilities.	1	2	3	4	5	6
8. Inclusion of students with specific learning disabilities affects my capacity to meet the needs of other students in the class.	1	2	3	4	5	6
9. Professional development is provided to prepare teachers to work with students with specific learning disabilities.	1	2	3	4	5	6
10. My relationship with parents of students with specific learning disabilities is positive.	1	2	3	4	5	6
11. My relationship with parents of students without specific learning disabilities is positive.	1	2	3	4	5	6
12. Students with specific learning disabilities actively participate with students without specific learning disabilities in classroom activities.	1	2	3	4	5	6
13. Students with specific learning disabilities can receive an appropriate education in an inclusive general education classroom.	1	2	3	4	5	6
14. I have the time to differentiate instruction for all students with specific learning disabilities.	1	2	3	4	5	6
15. A specific learning disability is caused by intellectual or cognitive disabilities.	1	2	3	4	5	6
16. Inclusion works best in non-academic classes such as art, music, and PE.	1	2	3	4	5	6

C. Collaboration - Rate the following based on experiences **at your school**.

<i>At my school:</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. Paraprofessionals and teachers collaborate to help students with specific learning disabilities.	1	2	3	4	5	6
2. General and special education teachers collaborate to help students with specific learning disabilities.	1	2	3	4	5	6
3. General education and special education teachers share responsibility for the achievement of all students.	1	2	3	4	5	6

<i>At my school:</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
4. Teacher collaboration has positive effects on students' academic performance.	1	2	3	4	5	6
5. My school principal supports collaboration of general education and special education teachers.	1	2	3	4	5	6
6. General education and special education teachers' contributions are equally valued, and they have equal power in decision-making.	1	2	3	4	5	6

D. Leadership and Support - Rate the following based on experiences **at your school**.

<i>At my school:</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. Special education teachers have opportunities to participate in school-based content area staff development activities.	1	2	3	4	5	6
2. Special education teachers have equal access to the same instructional resources provided to the general education teachers.	1	2	3	4	5	6
3. Teachers and support staff have sufficient administrative support in planning and preparation time to meet the needs of students with specific learning disabilities in their classrooms.	1	2	3	4	5	6
4. Supports (materials, personnel, coaching, etc.) provided by the district for inclusion are effective.	1	2	3	4	5	6
5. Additional supports must be implemented in my district for students with specific learning disabilities to be effectively included in the general classroom.	1	2	3	4	5	6

E. Differentiated Instruction - Rate the following based on experiences **at your school**.

<i>At my school, this is a barrier:</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. The differences and similarities among students are used to plan instruction.	1	2	3	4	5	6
2. Teachers are flexible in their teaching approaches to address students' academic needs.	1	2	3	4	5	6

<i>At my school, this is a barrier:</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
3. Teachers adjust curriculum, as necessary to address students' academic needs.	1	2	3	4	5	6
4. Paraprofessionals play an active role in supporting a variety of students.	1	2	3	4	5	6

F. Instruction - Indicate the extent to which this is true **at your school**.

<i>At my school:</i>	Not at All True	Somewhat True	Moderately True	True	Very True
1. Teachers use direct, explicit instruction.	1	2	3	4	5
2. Teachers use meaningful accommodations.	1	2	3	4	5
3. Instruction is individualized and differentiated.	1	2	3	4	5

G. Barriers to Include Students with Disabilities in the General Education Classroom - Indicate the extent to which each of the following is a barrier **at your school** to the inclusion of students with specific learning disabilities in the general education classroom.

<i>At my school, this is a barrier:</i>	Not at all	Somewhat	Moderate	Fairly Great	Great
1. Teachers lack knowledge regarding how to include students with specific learning disabilities in the general classroom.	1	2	3	4	5
2. There is inflexibility in the curriculum.	1	2	3	4	5
3. There is insufficient training on inclusive practices for general education teachers.	1	2	3	4	5
4. There is insufficient training on inclusive practices for special education teachers.	1	2	3	4	5
5. The school schedule hinders inclusive practices.	1	2	3	4	5
6. There is a lack of resources.	1	2	3	4	5
7. There is a lack of paraprofessionals.	1	2	3	4	5
8. There is a lack of assistive technology.	1	2	3	4	5
9. There is a lack of knowledge about accommodations.	1	2	3	4	5

<i>At my school, this is a barrier:</i>	Not at all	Somewhat	Moderate	Fairly Great	Great
10. There is a lack of collaboration between general education and special education teachers.	1	2	3	4	5
11. Instructional staff have negative attitudes.	1	2	3	4	5
12. Administrators have negative attitudes.	1	2	3	4	5

H. Your Comments

What I need most to support the inclusion of students **with** specific learning disabilities is: