Perceptions About Inclusive Schooling Practices

This scale is designed to gather your opinions about the inclusion of students with special needs in general education classrooms. The information will be used to plan and support building staff in these

1	District:
2	School Building:
3	Date
	Month Day Year Time
4	Are you a Special Education Staff Person?
4	Are you a Special Education Staff Person?
5	
	YES NO
	YES NO
5	Position:

	nstructions: To answer the questions, click on the item on the scale below which corresponds most closely with your				
personal attitude toward the particular question. The					
choices are: 4 - Strongly Agr	200				
3 - Agree	66				
2 - Disagree					
1 - Strongly Disa	agree				
4	3	2	1		
Strongly Agree	Agree	Disgree	Strongly Disagree		
 I believe every s to participate in ger 			ould have a chand		
4	3	2	1		
2) I am appropriate	ly prepared to wo	ork in a general e	ducation classroo		
with any student wh					
4	3	2	1		
3) I am more willing	g to include a stud	dent with a disab	ility than most oth		
staff members.	3	2			
4) All students can	learn in the gene	ral education cla	sses.		
4	3	رك			
5) I am familiar with		racteristics of stu	dents who qualify		
for special education		racteristics of stu	dents who qualify		
for special education	on.	2	1		
for special education	on. 3 disability can be a	a contributing me	1		
6) A person with a	on. 3 disability can be a	2	1		
6) A person with a 7) Inclusion is a po	disability can be a	a contributing me	1		
6) A person with a	on. 3 disability can be a	a contributing me	1		
6) A person with a 7) Inclusion is a positive 8) The most positive	on. disability can be a strictly can be a strictly concept. a strictly can be a st	a contributing me	ember of society.		
for special education 4 6) A person with a 4 7) Inclusion is a positive together in the same	disability can be a sitive concept. The aspect of inclusive environment.	a contributing me	ember of society.		
6) A person with a 7) Inclusion is a portal and 8) The most positive together in the same	disability can be a 3 sitive concept. 3 re aspect of inclusive environment.	a contributing me	ember of society. 1 dents are learnin		
for special education 4 6) A person with a 4 7) Inclusion is a positive together in the same 4 9) I am willing to do	disability can be a 3 sitive concept. 3 re aspect of inclusive environment.	a contributing me	ember of society. 1 dents are learnin		
6) A person with a 7) Inclusion is a portal and 8) The most positive together in the same	disability can be a 3 sitive concept. 3 re aspect of inclusive environment.	a contributing me	ember of society. 1 dents are learnin		
for special education 4 6) A person with a factor of the second of the	disability can be a sitive concept. a see aspect of inclusive environment. b whatever I can t	a contributing me 2 sion is that all stu 2 o include studen	ember of society. 1 Idents are learning ts with disabilities		
for special education 4 6) A person with a 4 7) Inclusion is a positive together in the same 4 9) I am willing to do in my classroom.	disability can be a sitive concept. a see aspect of inclusive environment. b whatever I can t	a contributing me 2 sion is that all stu 2 o include studen	ember of society. 1 Idents are learning ts with disabilities		
for special education 4 6) A person with a second	disability can be a sitive concept. a see aspect of inclusive environment. b whatever I can t	a contributing me 2 sion is that all stu 2 o include studen	ember of society. 1 Idents are learning ts with disabilities		
for special education 4 6) A person with a factor of the second of the	disability can be a sitive concept. e aspect of inclusive environment. whatever I can to a single disability	a contributing me 2 sion is that all stu contributing me 2 contributing me 2	ember of society. 1 Idents are learning ts with disabilities the general		
for special education 4 6) A person with a factor of the second of the	disability can be a sitive concept. e aspect of inclusive environment. whatever I can to a single disability	a contributing me 2 sion is that all stu contributing me 2 contributing me 2	ember of society. 1 Idents are learning ts with disabilities the general		
6) A person with a 4 7) Inclusion is a port 4 8) The most positive together in the same 4 9) I am willing to do in my classroom. 4 10) A student with a education classes. 4 11) I have a good to 4	disability can be a sitive concept. se aspect of inclusive environment. whatever I can to a single disability anderstanding of the single disability and single disabi	a contributing me 2 sion is that all stu conclude studen can succeed in the studen 2 the various disable	ember of society. 1 Idents are learning ts with disabilities the general illity areas.		
for special education 4 6) A person with a factor of the second of the	disability can be a sitive concept. see aspect of inclusive environment. whatever I can to a single disability understanding of the side of the si	a contributing me 2 sion is that all stu conclude studen can succeed in the studen 2 the various disable	ember of society. 1 Idents are learning ts with disabilities the general illity areas.		

disabilities.							
4	3	2	1				
14) A student with multiple disabilities can benefit from participating in the general education classes, with necessary supports.							
4	3	2	1				
15) Students with deducation classroom		ne right to be includ	led in general				
4	3	2	1				
16) A student with a disability should not be treated differently from any other student in the general education classroom.							
4	3	2	1				
17) I could successfully include any student if given the appropriate support.							
4	3	2	1				
18) I can make a di	fference in the lif	e of a student who	has a disability.				
4	3	2	1				
19) A student with a disability can compete successfully in society.							
4	3	2	1				
20) A person with a disability should expect to live a normal life.							
4	3	2	1				

This instrument was adapted by Gail McGregor (1999) from E.J. Shinsky's "Attitudes Toward Students with Disabilities and Mainstreaming" (1990). The original can be found in: Shinsky, E.J. (1992) <u>Techniques for Including Students with Disabilities</u>. Lansing, MI: Shinsky Seminars, Inc.