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## Design and Validation of the Primary School Inclusion Questionnaire

### Diseño y validación del Cuestionario del Perfil Inclusivo de Centros de Educación Primaria

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#### Abstract

*The transition to inclusive schools is a complex change that implies a constant review of the contextual barriers that generate exclusion and prevent or limit attention to diversity in the classroom. Having instruments that allow schools to review the consolidation of more inclusive practices is essential to guide schools in this transformation. In this article we present the procedure for the design and validation of the questionnaire "Inclusive profile of primary schools", which allows us to identify the level of inclusion of the educational practices developed in schools at three levels (high, medium, and low) and in six dimensions: school organization, inclusive school climate, classroom organization, educational support, community participation, and lifelong learning. A content validation process was carried out with experts and an analysis of the stability of the questions in a pilot application in which 85 schools in Catalonia (Spain) participated. The final version of the instrument was applied to a sample of 615 Catalan schools. We obtained an overview of the level of consolidation of inclusive practices in the participating schools, at the three levels of inclusion proposed. The rigorous procedures used, both in the design and the validation of the questionnaire, make it a useful tool for identifying the inclusive practices that schools are developing, while guiding the process of change of the schools towards inclusion.*

*Keywords:* inclusive education; primary education; questionnaire; inclusive practices.

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## Resumen

*La transición hacia la escuela inclusiva es un cambio complejo que implica una revisión constante de las barreras contextuales que generan exclusión e impiden o limitan la atención de la diversidad en las aulas. Contar con instrumentos para que las escuelas puedan revisar la consolidación de unas prácticas más inclusivas es imprescindible para apoyar a los centros en esta transformación. En este artículo presentamos el procedimiento de diseño y validación del cuestionario: "Perfil inclusivo de centros de educación primaria" que permite identificar el grado de inclusión de las prácticas educativas desarrolladas en las escuelas en tres niveles (alto, medio y bajo) y en seis dimensiones: organización de centro, clima inclusivo de centro, organización del aula, apoyo educativo, participación de la comunidad y formación permanente. Se realizó una validación de contenido con expertos/as y un análisis de la estabilidad de las preguntas en una aplicación piloto en la que participaron 85 escuelas de Cataluña (España). La versión definitiva del instrumento fue aplicada en una muestra de 615 escuelas catalanas con lo que obtuvimos una panorámica del nivel de consolidación de las prácticas inclusivas en los centros participantes, en los tres niveles de inclusión propuestos. La rigurosidad de los procedimientos utilizados, tanto en el diseño como en la validación, lo constituyen como un instrumento de doble utilidad que permite identificar cuáles son las prácticas inclusivas que los centros escolares están desarrollando, a la vez que orientan el proceso de cambio de las escuelas hacia la inclusión.*

*Palabras clave:* educación inclusiva; educación primaria; cuestionario; prácticas inclusivas.

## Introduction and objectives

One of the core objectives of inclusive education is to achieve a profound shift among educational systems and schools towards addressing student diversity. This process requires a restructuring of school cultures, policies and practices (Booth & Ainscow, 2011) to ensure access to quality education and equal opportunities for all students, so that they may thereby participate effectively in society. In this context, the ability of a school to identify and eliminate barriers to student inclusion is of paramount importance, focusing attention on the human and material supports that optimize learning environments and their socio-cultural context, rather than on individual attribution to student difficulties.

The move towards greater inclusion in education systems and schools is grounded in a collaborative vision of education that encourages all members of the educational community to participate and cooperate in eliminating barriers to inclusion, solving specific problems and achieving common goals, all of which are essential to addressing the challenges of education for diversity (Ainscow, 2016; Puigdemívol et al., 2019; Soodak, 2010; UNESCO, 1994). This shift of approach is not easy, as it involves a general reform of the school, and this is precisely one of the problems that slows down progress towards inclusion, since often the changes made are partial and do not truly achieve deep, comprehensive reform (Parrilla, 2002).

According to Ainscow (2001), barriers to inclusion are multiple and of varying origin: infrastructure, curricular rigidity, teacher training, poverty, distance from the culture of origin and illness are just some examples of the many issues that can give rise to exclusion. Identifying such barriers is essential for the change towards a more inclusive

school; and this also means that ongoing assessment of schools is an essential factor in modifying, reducing and eliminating obstacles to inclusion (Booth & Ainscow, 2011; Echeita & Ainscow, 2010; UNESCO, 2009).

Spurred by the need to ascertain the current status of inclusive education in Catalonia, and aware of the lack of an instrument that would enable us to quantify and describe in detail the educational practices put in place, this study set out to create such an instrument. The work was carried out in the context of a broader joint study by the University of Barcelona and the Generalitat de Catalunya (Catalan regional government; project N<sup>o</sup>012473/May 28<sup>th</sup>, 2014), with two main objectives: (1) to identify differential profiles of schools according to their degree of inclusion (high, medium or low); and (2) to describe factors relating to school organization, operation and educational practices in the six dimensions assessed according to their degree of inclusion, at the same time studying these factors in terms of school complexity (a classification of schools based on vulnerability measures developed by the Catalan General Sub-directorate of Education Inspection).

The resulting instrument was applied to a sample of 615 schools out of a total population of N=1,126 (sampling error of 2.66% for a confidence interval of 95%), which enabled us to obtain an overview of the degree of consolidation of inclusive practices in the participating schools. These findings are available in Sabando et al., (2019). Given the instrument's importance and relevance, we considered it appropriate to present here the design and validation procedure adopted.

## **Designing a school inclusiveness profile**

The questionnaire was designed using a multidimensional approach, and was composed of six dimensions making up what we term the *school inclusiveness profile*, which enabled us to examine organizational factors and school practices aimed at enhancing inclusion, as recommended by the international academic community (Intxausti, et al., 2017). Below we outline each of these dimensions:

*School organization.* This is regulated by inclusive policies that should be dynamic, flexible and functional, in order to allow for adjustments in areas such as curricular and extracurricular practices, times and spaces, in addition to rethinking the roles of all school members in order to enhance their commitment to and participation in achieving common goals (Puigdemívol et al., 2017). The leadership of the school's management is crucial to achieving this (Ainscow & Sandill, 2010).

*Inclusive school climate.* This indicates whether relationships of equality, cooperation and trust are found among school members, with respect and solidarity prevailing in them (Soodak, 2010). Attaining this requires the establishment of measures for preventing conflict and clear, shared disciplinary rules, with the involvement of all school members in the planning, development and management of the educational project in order to reduce the risk of bullying (Giovazolias, et al., 2010; Jardí et al., 2021; Olweus, & Limber 2010; Soodak, 2010) and absenteeism (Kearney & Graczyk, 2014).

*Classroom organization.* This is characterized by organizational flexibility, cooperative learning activities and heterogeneous student grouping (Jardí & Siles, 2019; Valls, 2012). These factors enhance interactions between students, teachers, families and the community, and maximize the individual learning potential of all students.

*Educational support.* This is aimed at eliminating barriers to learning and the participation of all students (not just a few) in the life of the school. It is understood as a collective task in which the use of human and material resources and the “ordinary spaces” existing in the community is maximized (Booth & Ainscow, 2011; Gómez-Zepeda et al., 2017). It is also seen as a regular, everyday endeavour, encompassed by the curriculum, in the work of the school and the classroom (Farrell et al., 2017; Paccaud & Lunder, 2017); an endeavour in which specialists in educational support meet students’ needs in class, in addition to assuming a salient, dynamic role in community support networks (Gómez-Zepeda et al., 2017; Siles, et al., 2015).

*Community participation.* This refers to the involvement of all members of the school and the community, including external institutions, as a resource in successfully backing efforts towards inclusion (Arnaiz et al., 2018; Marchesi & Martín, 2014; UNESCO, 2009). It requires the active involvement of all school members in putting into practice the school’s educational project, rules of coexistence, educational process, training programs, etc., and also involves extending the scope of participation to other community institutions (Puigdemívol et al., 2017; Sabando & Jardí, 2019).

*Ongoing training.* It is essential to train staff, families and the educational community as a whole in advancing the school towards inclusion, as this can ensure their commitment to and participation in the new educational project (Díez-Palomar et al., 2011; García & Ríos, 2014; UNESCO, 2009). Also, it is crucial that pre-service training should enable teachers to design and implement flexible curricular strategies and use new technologies to foster participation and learning amongst all students, in addition to developing skills for working jointly with other teachers, school staff and the community (Hendrix, et al., 2018; Puigdemívol et al., 2019).

## **Method**

### **Design**

The questionnaire presented in this paper was designed as part of a descriptive survey study (Hernández et al., 2010; Montero & León, 2007; Torrado, 2014) with the purpose of identifying differential profiles among schools according to their degree of inclusion (high, medium or low), and of describing factors relating to the school’s organization, operation and educational practices in terms of the degree of inclusion in the dimensions assessed.

### **Population and Sample**

In order to test the instrument, the Education Department randomly invited 170 Catalan state primary schools (N=1,126) to voluntarily answer the questionnaire, 85 of which responded. The nature of the questions conditioned the reliability study of the instrument; thus, in order to perform it, it was decided to subdivide the final sample into two representative subsamples, maintaining the same levels of complexity in both (see Table 1).

Table 1

*Distribution of schools in the pilot study by subsamples and levels of complexity.*

<b>Level of Complexity</b>	<b>Sample A</b>	<b>Percentage</b>	<b>Sample B</b>	<b>Percentage</b>	<b>Total by levels of complexity</b>
High	9	10.58%	9	10.58%	18
Medium	30	35.29%	30	35.29%	60
Low	3	3.52%	4	4.70%	7
Total pilot sample	42	49.39%	43	50.57%	85

### **Instrument**

The Primary School Inclusion Questionnaire enabled us to identify the degree of inclusion in the schools in six dimensions: school organization, inclusive school climate, classroom organization, educational support, community participation and ongoing training.

The questionnaire is an ad hoc instrument made up of 43 items with a variety of response types: yes/no, scalar and multiple options. It differentiates between questions that are key to determining the school's degree of inclusion (27 items), and those that enable description of the school's inclusion profile (16 items). Table 2 shows the instrument's dimensions, sub-dimensions and descriptors.

Table 2

*Distribution of question items by dimensions, subdimensions and descriptors.*

<b>Dimension</b>	<b>Subdimensions</b>	<b>Descriptors</b>
School organisation	Characteristics of the school	No. of students/no. of lines/grouping criteria/assessment of the degree of inclusion/barriers to inclusion.
School inclusive climate	Organization and reception policies, student representation, conflict resolution measures. Inclusiveness of the school	Student reception plan/regulation of students' rights and duties and rules of good coexistence/measures for reducing absenteeism, conflict and bullying/new staff reception plan/public communication of the school as inclusive/assessment of the school's inclusive climate.
Classroom organisation	Student grouping and adult participation in the classroom	Main groupings of students in the classroom/grouping criteria/grouping of students with behavioural problems and LD/identity of adults in the classroom/frequency of two adults participating in class.

Educational support	Description of educational support	Actors participating in decisions to provide support/actors providing support/times and places of support/peer support/written protocols for monitoring students' progress.
	Role of SEN teachers	Documents stipulating SEN teachers' work/duration and frequency of their functions within the regular classroom.
	Individualised plan (IP)	Degree of school members' participation in the IP.
Education community participation	Volunteers/family/community	Identity and numbers of volunteers, existence of protocols/family participation/school participation in the community.
Ongoing training	Training/reflection	Teachers receiving training/community training activities provided by the school/opportunities for teacher reflection.

Note: (LD) learning difficulties; (SEN) special education needs

### Data gathering and analysis

In the development of the instrument we followed the phases proposed by Torrado (2014:241):

- Definition of questionnaire objectives.
- Planning the questionnaire, constructing its different sections.
- Formulating and selecting questions (open, closed, etc.).
- Analysis of question quality.
- Analysis of questionnaire reliability and validity.
- Final drafting of the questionnaire.

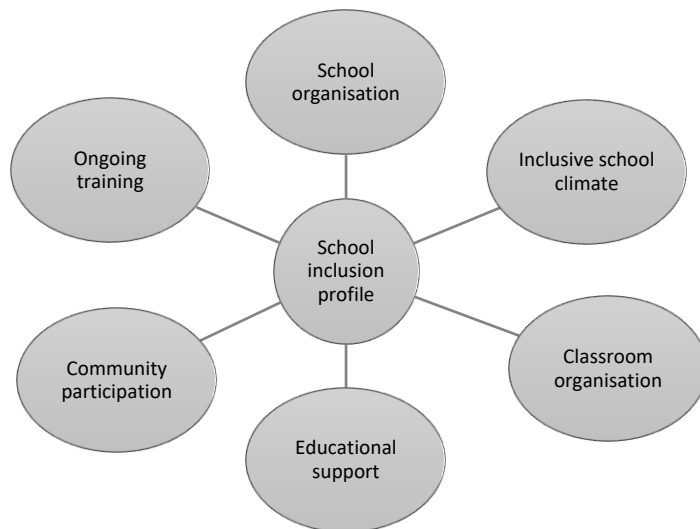
Throughout this process we worked jointly with a team from the Catalan Education Department and the Catalan Regional Government Higher Counsel for Assessment (Consell Superior d'Avaluació de la Generalitat de Catalunya); some Catalan state school heads and teachers were also consulted. The overall development of the questionnaire required a prior systematic literature review, in addition to in-depth analysis and dialogue carried out cooperatively by the researchers and education administration staff.

### Design of the Instrument

Prior to designing the questionnaire we reviewed the literature on inclusive education by the leading national and international authors in the field (Ainscow, 2001; Blanco, 2011; Echeita & Ainscow, 2010; Casanova, 2011; Stainback & Stainback, 2004). We also analyzed Catalan education regulations and a range of instruments offering guidelines for self-assessment of inclusion (Booth & Ainscow, 2011; FEAPS, 2009; Denham, n.d.; Duran, et al., 2010; Education Review Office, 2012; Loreman, 2013; NJCIE, 2010).

The literature review enabled us to design what we have termed the *school inclusion profile*, made up of six dimensions: school organization, inclusive school climate, classroom organization, educational support, community participation and ongoing

training (Figure 1). Having defined the dimensions, the measures for describing the variable of inclusive education at each school were selected. Since this variable is a complex and multidimensional phenomenon, this task was not without difficulties.



*Figure 1. Dimensions of the instrument*

In order to ensure the practicality of the questionnaire and a higher number of responses, it was designed to be answered online by a member of the school's management team, since a person in this role would have an overview of the school's functioning, organization and practices, and would therefore be in a position to answer all the questions.

### **Testing Procedure**

The questionnaire was tested for validity, reliability and objectivity via expert assessment (Torrado, 2014) and the test-retest method for the samples (Hernández et al., 2010).

**Technical analysis of the questionnaire by experts in inclusive education**, who validated the content of the instrument and the calculation of the school's degree of inclusion in two phases. In the first phase, two judges reviewed each of the questions and response options and made initial suggestions for correcting the instrument as a whole. After correction, a second review was undertaken, incorporating four more reviewers, who analyzed the relevance and content of the questions according to the objectives, and verified the scores assigned to each item and the intervals proposed for the total score assigned to the high, medium and low levels of inclusion. The percentage of agreement among the experts was above 70% for most of the questions.

**The questionnaire reliability study** was shaped by the nature of the variables and their

measurement. Thus, the qualitative nature of the questionnaire variables and the diversity of response options were considered, and it was chosen to combine different approaches to validate the three levels of educational inclusion, adopting the test-retest method rather than the usual exploratory factor analysis. Since it was impossible to administer the questionnaire a second time to the same pilot sample, the samples were divided into two sub-samples, retaining the same levels of complexity, and Chi-square tests were performed, verifying the stability of all questions ( $p > .05$ ), which enabled the maintenance of the full range of information collected in each. Lastly, and by way of a summary, we present below an outline of the instrument design phases (Figure 2).

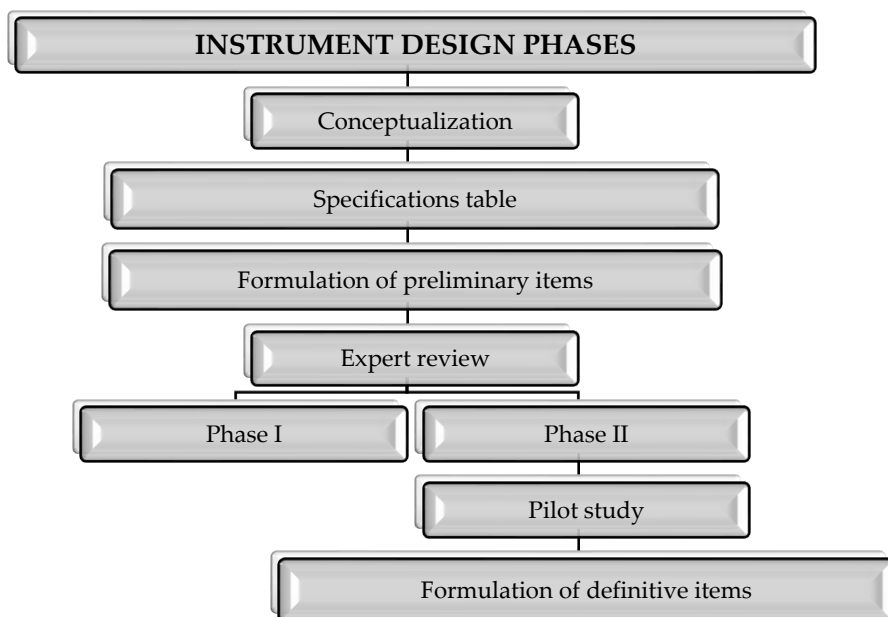


Figure 2: Instrument design process

## Findings

### Expert validation of content

The findings presented in Table 3 correspond to the expert judges' analysis of the relevance of each of the questions considered key to determining the degree of inclusion, differentiating them from questions simply describing the school's functioning and practices.

Table 3

*Summary of the content validation: degree of agreement with the classification of key and descriptive questions.*



<b>Dimension</b>	<b>Summarised question items</b>	<b>Agreement with question key/descriptive</b>	<b>Comments</b>
School organisation	1. Approximate mean of students	-	
	2. Criteria for grouping students into levels.**	100%	
	3. Internal inclusion assessment.**	100%	
	4. People participating in the school inclusion assessment.	100%	
	5. School's difficulties for inclusion.**	100%	
Inclusive school climate	6. Effectiveness of the reception plan for recently arrived students.	100%	
	7. Reception actions for recently arrived students.**	100%	
	8. Actions for student self-expression, representation and self-management.	100%	
	9. Instances regulating students' rights and duties.	100%	
	10. Instances regulating good coexistence.	100%	
	11. Effectiveness of measures to reduce absenteeism.**	100%	
	12. Effectiveness of coexistence plan in resolving conflict.	83%	No observations.
	13. Existence of a specific scheme to address bullying.**	83%	One expert remarked that this was not a measure of inclusion.
	14. Public communication of the school's inclusiveness.**	50%	No observations.
	15. Assessment of the school inclusive climate.	100%	
Classroom organisation	16. Student organisation in class.**	100%	
	17. Classroom grouping criteria.**	100%	
	18. Grouping of students with behavioural difficulties.**	100%	

	19. Distribution of students with learning difficulties.**	100%	
	20. Frequency of intervention of two or more adults in classes.**	100%	
	21. Identity of adults intervening in class.**	67%	One expert remarked that it was more important to know their functions.
Educational support	22. Degrees of participation in deciding which students should receive educational support.	67%	Two experts suggested that this should be key.
	23. Identity of people granting educational support to students with LD or disabilities.**	67%	
	24. Times and places that educational support was given to students with LD or disabilities.**	100%	
	25. Educational support given out of class in school hours.	67%	Two experts suggested that this should be key.
	26. Use of peer educational support.**	100%	
	27. Use of written protocols to monitor students receiving additional support.**	83%	No observations.
	28. Identity of people participating in monitoring students with LD or disabilities.**	100%	
	29. School documentation regulating SEN teachers' interventions.	100%	
	30. Percentage of regular class time of SEN teachers' interventions.	83%	One expert suggested that this should be key.
	31. SEN teachers' functions in the regular classroom.**	100%	
32. Degrees of participation of school community members in IPs.**	67%	No observations.	

Education community participation	33. Volunteer profiles.**	83%	No observations.
	34. Written protocols stipulating volunteer contributions.	100%	
	35. School activities in which volunteers participate.	100%	
	36. School activities in which families participate.**	83%	One expert suggested complementing the response options.
	37. Makeup of the attention to diversity committee.**	100%	
	38. School participation in the educational community.**	100%	
Ongoing training	39. Reception plan for recently arrived teachers.	100%	
	40. Reception actions for recently arrived teachers.**	100%	
	41. Percentage of teachers with training in inclusion.	83%	One expert suggested that this should be key.
	42. Internal training in inclusion of the educational community.**	83%	No observations..
	43. Opportunities for reflection on teaching practices.**	100%	

Note: \*\* identifies key questions.

As the above table shows, there was considerable agreement among the expert judges regarding our proposed differentiation between key and descriptive questions. Question 14, however, had only 50% agreement. This item refers to the way in which the school communicates publicly that it is inclusive. After due consideration, it was retained as a key question, since the researchers' view was that it refers to a school's sense of identity as inclusive. The rest of the questions remained unchanged.

### **Validation of the Calculation of the School's Degree of Inclusion**

In this validation we sought to determine the degree of agreement among the expert reviewers regarding the scores assigned to each item. The expert judges also validated the proposed intervals for the total score assigned to the high, medium and low degrees of inclusion. The results are shown in Table 4.

Table 4

*Validation of the scores of the key questions for calculating the school's degree of inclusion.*

<b>Dimension</b>	<b>Summarised question items</b>	<b>Percentage of agreement</b>	<b>Comments</b>
<b>School organisation</b>	2. Criteria for grouping students into levels.	71%	
	3. School inclusion assessment.	100%	
	5. School's difficulties for inclusion.	83%	
<b>Inclusive school climate</b>	7. Reception actions for recently arrived students.	80%	
	11. Effectiveness of school measures for reducing absenteeism.	72%	
	13. Existence of a specific scheme for dealing with bullying.	100%	
	14. Communication of the school as inclusive.	80%	
<b>Classroom organization</b>	16. Student grouping in class.	100%	
	17. Criteria for grouping students in class.	83%	
	18. Grouping of students with behaviour problems.	97%	
	19. Grouping of students with learning difficulties.	97%	
	20. Frequency of intervention of two or more adults in class.	100%	
	21. Identity of adults intervening in class.	83%	
<b>Educational support</b>	23. Identity of people granting educational support to students with LD or disabilities.	76%	
	24. Times and places educational support given to students with LD or disabilities.	100%	
	26. Use of peer educational support.	100%	
	27. Use of written protocols for monitoring students receiving additional support.	100%	
	28. Identity of people participating in monitoring students with LD or	72%	

	disabilities.		
	31. Functions of SEN teachers in regular classes.	100%	
<b>Education community participation</b>	32. Degree of community members' participation in IPs.	98%	
	33. Volunteer profiles.	97%	
	36. School activities for family participation.	40%	Differentiated scores were suggested for each response.
	37. Makeup of the attention to diversity committee.	80%	
	38. Participation of the school in the educational community.	100%	
<b>Ongoing training</b>	40. Reception actions for recently arrived teachers.	92%	
	42. Internal training in education community inclusion.	92%	
	43. Opportunities for reflection on teaching practices.	83%	

As can be seen in Table 4, there was a high level of agreement (over 70%) among the reviewers on most of the questions. The exception was question 36 in the *educational community participation* dimension, for which it was recommended to assign a differentiated score to each response option (while previously one point had been assigned to each option indistinctly), in accordance with the importance of each as an indicator of the school's degree of inclusion. The final scores assigned are as follows:

Question 36: Indicate which activities families participate in at the school (multiple possible answers).

Table 5

Final score assigned and previous score of question No 36.

Final Score	Previous score	Response options
1	1	Meetings for receiving information on their children's progress.
1	1	Taking part in after-school or other activities (school celebrations and events, outings).
4	1	Working together on teaching activities (support for students with learning difficulties or bringing students' knowledge up to level).
2	1	Taking part in activities of reflection and improvement of the school's functioning.
2	1	Training activities.

## Key question stability tests

A Chi-square statistical test was applied, thus enabling comparison of the results in each of the subsamples. The results showed parameter stability in all the questions analyzed, since the degree of significance was greater than the chosen margin of error (Alpha= .05); see Table 6.

Table 6

*Stability tests, Chi-square and stability of key questions.*

Dimension	Summarised question items	Values for each response	Stability	
School organization	2. Criteria for grouping students into levels.	$X^2 = 1.585$ ; Sig= .663	Stable	
	3. Assessment of school inclusion.	$X^2 = 2.773$ ; Sig= .250	Stable	
	5. School's difficulties for inclusion	r1	$X^2 = 4.092$ ; Sig= .664	Stable
		r2	$X^2 = 3.256$ ; Sig= .661	Stable
		r3	$X^2 = 4.740$ ; Sig= .578	Stable
		r4	$X^2 = 6.360$ ; Sig= .273	Stable
		r5	$X^2 = 11.614$ ; Sig= .071	Stable
		r6	$X^2 = 1.986$ ; Sig= .921	Stable
		r7	$X^2 = 1.959$ ; Sig= .923	Stable
		r8	$X^2 = .942$ ; Sig= .988	Stable
		r9	$X^2 = 6.304$ ; Sig= .390	Stable
		r10	$X^2 = 5.826$ ; Sig= .324	Stable
		r11	$X^2 = 4.608^a$ ; Sig= .595	Stable
		r12	$X^2 = 5.729$ ; Sig= .454	Stable
r13	$X^2 = 5.100$ ; Sig= .531	Stable		
r14	$X^2 = 2.840$ ; Sig= .829	Stable		

		r15	X <sup>2</sup> = 2.623; Sig= .758	Stable		
		r16	X <sup>2</sup> = 5.337; Sig= .376	Stable		
<b>School and classroom inclusive climate</b>	7. Reception actions for recently arrived students.	r1	X <sup>2</sup> = .133; Sig= .715	Stable		
		r2	X <sup>2</sup> = .152; Sig= .697	Stable		
		r3	X <sup>2</sup> = 577; Sig= .448	Stable		
		r4	X <sup>2</sup> = .004; Sig= .949	Stable		
		r5	X <sup>2</sup> = .003; Sig= .955	Stable		
		r6	X <sup>2</sup> = .002; Sig= .965	Stable		
		r7	X <sup>2</sup> = 3.037; Sig= .081	Stable		
		11. Effectiveness of school's measures to reduce absenteeism.		X <sup>2</sup> = 3.005; Sig= .223	Stable	
		13. Existence of a specific scheme against bullying.		X <sup>2</sup> = 1.181; Sig= .554	Stable	
		14. Public communication of school as inclusive.	r1	X <sup>2</sup> =1.07; Sig= .744	Stable	
r2			X <sup>2</sup> = .015; Sig= .902	Stable		
r3			X <sup>2</sup> = .101 <sup>a</sup> ; Sig= .750	Stable		
r4			X <sup>2</sup> = 1.483 <sup>a</sup> ; Sig= .223	Stable		
r5			X <sup>2</sup> = .444 <sup>a</sup> ; Sig= .505	Stable		
<b>Classroom organization</b>		16. Grouping of students in the classroom.	r1	X <sup>2</sup> =1.832; Sig= .767	Stable	
			r2	X <sup>2</sup> = 3.005; Sig= .557	Stable	
			r3	X <sup>2</sup> = 2.257; Sig= .689	Stable	
			17. Student grouping criteria in class.		X <sup>2</sup> = .398 <sup>a</sup> ; Sig= .941	Stable
			18. Grouping of students with behavioural difficulties.		X <sup>2</sup> = 3.742; Sig= .442	Stable
	19. Grouping of students with learning difficulties.		X <sup>2</sup> = 3.860; Sig= .277	Stable		
	20. Frequency of intervention of	r1	X <sup>2</sup> =2.780;	Stable		

	two or more adults in class.		Sig= .249	
		r2	X <sup>2</sup> = .322; Sig= .956	Stable
		r3	X <sup>2</sup> = 2.140; Sig= .544	Stable
	21. Identity of adults intervening in class.	r1	X <sup>2</sup> = .501; Sig= .479	Stable
		r2	X <sup>2</sup> = .002; Sig= .968	Stable
		r3	X <sup>2</sup> = .345; Sig= .557	Stable
		r4	X <sup>2</sup> = .171; Sig= .679	Stable
		r5	X <sup>2</sup> = 4.846; Sig= .28	Stable
		r6	X <sup>2</sup> = 1.325; Sig= .250	Stable
		r7	X <sup>2</sup> = 1.001; Sig= .317	Stable
<b>Educational support</b>	23. Identity of those granting educational support to students with LD or disability.	r1	X <sup>2</sup> = .238; Sig= .625	Stable
		r2	X <sup>2</sup> = .289; Sig= .591	Stable
		r3	X <sup>2</sup> = 2.403; Sig= .121	Stable
		r4	X <sup>2</sup> = .479; Sig= .489	Stable
		r5	X <sup>2</sup> = 2.001; Sig= .157	Stable
		r6	X <sup>2</sup> = .000; Sig= .987	Stable
		r7	X <sup>2</sup> = 2.105; Sig= .147	Stable
	24. Times and places educational support given to students with LD or inability.		X <sup>2</sup> = 1.088; Sig= .580	Stable
	26. Use of peer educational support.		X <sup>2</sup> = .748; Sig= .688	Stable
	27. Use of written protocols for monitoring students receiving educational support.	r1	X <sup>2</sup> = 1.884; Sig= .597	Stable
		r2	X <sup>2</sup> = 4.876; Sig= .181	Stable
		r3	X <sup>2</sup> = 2.392; Sig= .495	Stable
		r4	X <sup>2</sup> = 5.514; Sig= .147	Stable



			Sig= .138
		r5	X <sup>2</sup> = .975; Sig= Stable .913
	28. Identity of those participating in monitoring students with LD or disability.	r1	X <sup>2</sup> = .960; Sig= Stable .327
		r2	X <sup>2</sup> = 2.001; Sig= Stable .157
		r3	X <sup>2</sup> = .121; Sig= Stable .728
		r4	X <sup>2</sup> = .99; Sig= Stable .754
		r5	X <sup>2</sup> = .131; Sig= Stable .717
		r6	X <sup>2</sup> = 2.542; Sig= Stable .111
	31. Functions of SEN teachers in regular classes.	r1	X <sup>2</sup> = .776; Sig= Stable .855
		r2	X <sup>2</sup> = 2.347; Sig= Stable .309
		r3	X <sup>2</sup> = 2.068; Sig= Stable .558
		r4	X <sup>2</sup> = 1.725; Sig= Stable .631
		r5	X <sup>2</sup> = 1.492; Sig= Stable .684
		r6	X <sup>2</sup> = 6.961; Sig= Stable .073
<b>Education community participation</b>	32. Degree of community members' participation of in IPs.	r1	X <sup>2</sup> = 1.741; Sig= Stable .419
		r2	X <sup>2</sup> = .374; Sig= Stable .829
		r3	X <sup>2</sup> = 1.757; Sig= Stable .624
		r4	X <sup>2</sup> = 1.505; Sig= Stable .681
		r5	X <sup>2</sup> = .344; Sig= Stable .952
		r6	X <sup>2</sup> = .779; Sig= Stable .855
		r7	X <sup>2</sup> = 2.662; Sig= Stable .447
		r8	X <sup>2</sup> = 1.220; Sig= Stable .543
		r9	X <sup>2</sup> = .240; Sig= Stable .887

		r10	X <sup>2</sup> = ----; Sig= -	0 response.
	33. Volunteer profiles.	r1	X <sup>2</sup> = .001; Sig= .981	Stable
		r2	X <sup>2</sup> = .769; Sig= .381	Stable
		r3	X <sup>2</sup> = .370; Sig= .543	Stable
		r4	X <sup>2</sup> = 1.036; Sig= .309	Stable
		r5	X <sup>2</sup> = .001; Sig= .981	Stable
	36. Family participation activities at the school.	r1	100% marked this category.	Stable
		r2	X <sup>2</sup> = .370; Sig= .543	Stable
		r3	X <sup>2</sup> = .238; Sig= .625	Stable
		r4	X <sup>2</sup> = .023; Sig= .880	Stable
		r5	X <sup>2</sup> = .023; Sig= .880	Stable
	37. Makeup of attention to diversity committee.		X <sup>2</sup> = 1.049; Sig= .789	Stable
	38. School participation in the educational community.	r1	X <sup>2</sup> = .565; Sig= .452	Stable
		r2	X <sup>2</sup> = .011; Sig= .915	Stable
		r3	X <sup>2</sup> = 1.741; Sig= .187	Stable
		r4	X <sup>2</sup> = 1.445; Sig= .229	Stable
		r5	X <sup>2</sup> = .15; Sig= .902	Stable
		r6	X <sup>2</sup> = 4.022; Sig= .45	Stable
<b>Ongoing training</b>	40. Reception actions for recently arrived teachers.	r1	X <sup>2</sup> = 1.036; Sig= .309	Stable
		r2	X <sup>2</sup> = - - -; Sig= - - -	0 response.
		r3	X <sup>2</sup> = .976; Sig= .323	Stable
		r4	X <sup>2</sup> = .285; Sig= .593	Stable
	42. Internal training in inclusion	r1	X <sup>2</sup> = .007; Sig=	Stable

in the school community.	.933	
r2	$X^2 = 2.097$ ; Sig= .148	Stable
r3	$X^2 = .001$ ; Sig= .981	Stable
r4	$X^2 = .97$ ; Sig= .756	Stable
43. Opportunities for reflection on teaching practice.	$X^2 = 1.010$ ; Sig= .799	Stable

Note: The responses to each question can be consulted in the appended questionnaire.

By way of an example, below we present the graph for the stability study for the responses to question 3.

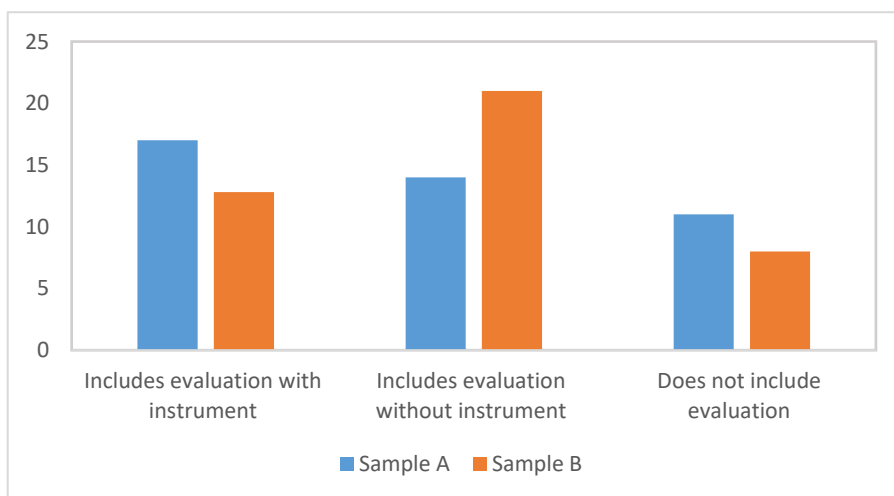


Figure 3: Stability study for the responses to question 3.

In this question, the values obtained for the Chi-square and significance respectively were:  $X^2 = 2,753$ , Sig: .250. These results show that the question is stable, since its significance values are above .05, seen as the limit for the level of significance.

### Discussion and Conclusions

The Primary School Inclusion Questionnaire was developed as part of a wider study (Sabando, et. al, 2019, 2021) with the aim of identifying the degree of inclusion in Catalan state primary schools and, at the same time, of describing the inclusive practices put in place in these schools. This study was conducted in collaboration with a team of specialists from the educational administration, who actively participated throughout the process of design and validation of the instrument, spurred by a shared interest in

ascertaining to what extent inclusive practices have been set up in Catalan schools. Given the lack of instruments to quantitatively measure a school's inclusiveness and the lack of a database containing information on the implementation of inclusive education in the Catalan education system, it was decided to develop an ad hoc questionnaire to meet the stated objectives.

On the basis of a conceptualization of the variable of inclusive education as complex and multidimensional, the instrument included a series of factors relating to the schools' organization, operation and educational practices, divided into six dimensions, each with its own measures.

For the validity study the instrument was submitted to a panel of experts, with a level of agreement above 70% obtained for most questions. In order to ensure reliability and due to the qualitative nature of the questions, the test-retest method was chosen and Chi-square tests were applied, confirming the stability of the total number of questions analyzed ( $p > .05$ ).

We can therefore conclude that the instrument presented here contributes to a more in-depth study of the construct of school inclusion in line with both national and international guidelines, based on six independent dimensions: school organization, inclusive school climate, classroom organization, educational support, community participation and ongoing training. Each of these dimensions has its own indicators, thus overcoming a common error in previous international studies on the effectiveness of inclusion (Cole et al., 2004; Farrell et al., 2007; Ruijs et al., 2010), in which the variable of inclusion is reduced to the number of students with SEN attended to at a school, or to the time they are incorporated into regular classrooms. Thus, in our view our research is a pioneering study in the evaluation of the processes carried out by Catalan schools to implement inclusive education in their everyday practices and is of considerable usefulness for identifying the actions to be taken by schools wishing to set up effective inclusion.

Further, the direct involvement of the Catalan education administration throughout our research affords it added value, as this enabled us to develop an instrument contextualized to the Catalan educational system, ensuring a sample of 615 schools in the final application of the questionnaire, which in turn allowed us to determine the level of inclusive practices in schools. This is highly useful as a diagnostic overview of the current situation and allowed us to indicate lines of improvement that can strengthen the implementation of Decree 150/2017 regulating the care of students in the framework of an inclusive education system in Catalonia. Furthermore, the rigor of the procedures applied both in the design and in the validation of the questionnaire enable it to be adjusted and applied to different contexts.

As limitations of the study, we would highlight that using a single quantitative instrument to assess a process as complex as inclusive education may offer only a superficial view of the factors evaluated (Loreman, 2013). In addition, some bias in the responses should be considered, since the questionnaire was administered to a single member of the management team at each school, without a reflective process involving the rest of the people making up the school.

For these reasons, we would recommend new lines of research that would complement the application of the questionnaire with qualitative studies, in which other members of the community could participate in a reflective process allowing for a deeper

understanding of inclusion processes in schools.

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## Appendix

### Primary School Inclusion Questionnaire

#### School Organisation Dimension

1. Please indicate the approximate average number of students in each level at your school (in primary education only). Please select only one option per row.

	Not given	<10	10 - 26	>26
First				
Second				
Third				
Fourth				
Fifth				
Sixth				

2. If there is more than one group per level, please indicate the criteria for the division of students into the different groups. Please select only one option.

- There is only one group per level.
- Similarity or closeness: date of birth, culture, origins, level of knowledge, attendance at preschool or not, behaviour, etc.
- Random heterogeneous groups.
- Heterogeneous groups selected according to preestablished criteria.

2.a. If in the previous question you selected *heterogeneous groups chosen according to preestablished criteria*, please indicate the criteria used.

3.- Does the school's internal assessment evaluate inclusion? Please select only one option.

- Yes, and specific instruments are used.
- Yes, although specific instruments are not used.
- This factor is not evaluated.

4.- Apart from the teaching staff, who else is involved in the school's inclusion assessment? Please answer only if school inclusion is a factor included in the school's internal assessment (in line with your previous answer). Select all applicable options.

- Education specialists (psychologists, physiotherapists, etc.)
- Family members
- Volunteers
- Students
- Other members of the school community.

5. On a scale of 1 to 6, where 6 is a high level of difficulty and 1 is minimal difficulty, please indicate the factors that in your view are the main problems for better inclusion in your school. Please select N/A where the difficulty does not apply. Please select only one option per row.

	1	2	3	4	5	6	N/A
Architectural or infrastructural.							
Teaching resources.							
Human resources in general.							
Specialised human resources.							
Staff mobility.							
Teacher training.							
Teacher commitment.							
Cooperative work among teachers.							

Leadership.
School organization.
The school climate and coexistence.
The curriculum and testing.
Community networks.
Social and cultural characteristics of the population attended to.
Commitment from families.
Student attitudes.
Other (please indicate what specifically).

**Inclusive School Climate Dimension**

**6.- Please rate from 1 to 6 the effectiveness of your school’s reception plan for newly arrived students.**  
Please select only one option.

Completely ineffective	1	2	3	4	5	6	Highly effective
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**7.- The school’s reception actions for newly arrived students are** (please select all applicable options):

- Personalized attention to the student by a school member (teacher, other staff members, family members, volunteers, etc.).
- Meeting to provide information on arrival (with the family and/or student).
- Regular meetings and interviews (for the family and/or student).
- Activities and/or spaces for intensive study of the vehicular language (reception classroom, support or reinforcement classroom or other venue apart from the student’s regular classroom).
- Activities encouraging the maintenance of the language of origin and recognition of the school community’s cultural diversity.
- Attention to students’ affective and relational needs.
- Adaptations or flexibility in testing and assessment.

**8.- Does your school include in its organizational and operational documents actions encouraging student self-expression, representation and self-management?** Please select all applicable options.

- Yes, through a school council.
- Yes, through student assemblies.
- Yes, by creating new forms of expression (e.g., suggestions and complaints mailbox).
- This factor is not addressed in the school’s documents.

**9.- Student rights and duties are regulated by** (please select all applicable options):

- Education Department regulations and guidelines.
- School staff.
- Student assemblies.
- Assemblies with family members and/or volunteers.

**10.- The rules of good coexistence are regulated by** (please select all applicable options):

- Education Department regulations and guidelines.
- School staff.
- Student assemblies.
- Assemblies with family members and/or volunteers.

**11.- Has the school taken measures to reduce absenteeism?** Please select only one option.

- Yes, and the rate of absenteeism has decreased.
- Yes, but despite the measures taken, absenteeism has not been reduced.
- There are no significant cases of absenteeism.

**12.- Has the school's coexistence plan enabled conflict resolution?** Please select only one option.

- Yes, conflict has been considerably reduced.
- In spite of the measures, conflict has not been reduced.
- There are no specific conflict situations to address.

**13.- Does the school have a specific program to address bullying?** Please select only one option.

- Yes, it has a specific program.
- It addresses this issue by means of specific actions according to each case.
- There is no specific program to address this.

**14.- The school publicizes its inclusive nature by means of** (please select all applicable options):

- Internal written communications (regulations, announcements, posters, leaflets, images).
- Internal verbal communication.
- External communication through the media.
- External communication with other schools.
- Other features of the school are stressed rather than inclusion.

**15.- Please indicate your assessment of the school's inclusive climate, on a scale from 1 (minimum) to 6 (maximum).** Please select only one option.

Unfavourable climate    

1	2	3	4	5	6
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    Highly inclusive

### Classroom Organisation Dimension

**16.- Please indicate the main classroom layouts for the years below.\*** Calculating 70% of total hours. Please select only one option per row.

	Individual	Pairwork	Small groups (3 or more students)	Corners / workshops	Circular or horseshoe
Second					
Fourth					
Sixth					

**17.- When the students are NOT working individually, what is the main grouping criterion?** Please select only one option.

- Equality or closeness: date of birth, culture, origin, level of knowledge, with or without preschool education, behaviour.
- Students choose.
- Random heterogeneous groups.
- Heterogeneous groups according to preestablished criteria.

**If your answer to the previous question was *heterogeneous groups according to preestablished criteria*, please indicate what these criteria are.**

**18.- How are most students with behavioural problems grouped in regular classrooms?** Please select only one option.

- Next to the best-behaved students.
- In a separate group in order to monitor their behavior more effectively.
- At individual tables at the front of the classroom, close to the teacher.
- At individual tables at the back of the class.
- No special class location.

**19.- How are students with greater learning difficulties mainly grouped in regular classrooms?** Please select only one option.

- Next to the best-performing students.
- In a separate group in order to support their learning more effectively.
- At individual tables at the front of the class, close to the teacher.
- At individual tables at the back of the class.
- No special class location.

20.- Please indicate, for the years below, the frequency with which two or more adults intervene in the classroom. Please select only one option per row.

	Always	Habitually	Occasionally	Never
Second				
Fourth				
Sixth				

21.- If there are other adults in the classroom besides the normal teacher, who are they? Please select all applicable options.

- Special education teachers.
- Other teacher(s).
- Other education specialists (psychologists, physiotherapists, etc.).
- Trainee teachers.
- Education assistants (technicians, assistants).
- Family members
- Volunteers.

### Educational Support Dimension

22. Who participates in deciding which students are to receive educational support due to learning difficulties or disabilities? What is their level of participation? Please select only one option per row

	They decide	They are consulted	Both	Neither
The student's tutor				
SEN teacher				
Members of the management team				
Members of the educational psychology team				
Attention to diversity committee				
Families				
Volunteers				
Students				

23.- In addition to the SEN teacher, what other teachers routinely provide educational support to students with learning difficulties and/or disabilities at your school?

- The student's tutor.
- SEN teacher.
- Members of the management team.
- Members of the educational psychology team.
- Attention to diversity committee.
- Families.
- Volunteers.
- Students.

24.- The time and place where support is given to students with learning difficulties and / or disabilities, is mostly (70% of cases): Please select only one option.

- During school hours in the regular classroom.
- During school hours at a different venue from the regular classroom.
- Outside school hours.

25.- In which of the situations below is support given to students during school time but outside the regular classroom (i.e., when the student is taken out of the classroom to receive support elsewhere)?

Multiple options may apply; please select all those applicable.

- When there is a wide gap in learning in relation to the group.
- For working on reading, writing, mathematics and/or work habits.
- When oral work is necessary.

- For newly arrived students who do not speak Catalan.
- For students with severe disabilities or with serious personality or behavioural disorders.
- For gifted students needing special attention.
- Support is not provided outside the regular classroom during school hours under any condition.

**26.- Is peer support or mentoring by classmates or other schoolmates used in educational support?** Please select only one option.

- Yes, in most subjects.
- Yes, in some subjects.
- They are not seen as important.

**27.- Please indicate whether written protocols are used to monitor the progress of students receiving additional support on a case-by-case basis.** If there are no students with the above difficulties at your school, please select N/A. Please select all applicable options.

	Yes, written protocols are used	They are being developed	Written protocols are not used	Additional support is not given	N/A
Learning difficulties.					
Recently arrived students.					
Serious behavioral or/and personality problems.					
Disability.					
Gifted students.					

**28.- In addition to the student's tutor, who also participates in meetings for monitoring students with learning difficulties and/or disabilities?** Please select all applicable options.

- Another teacher.
- SEN teacher.
- Members of the management team.
- Other specialists (psychologists, physiotherapists, etc.).
- Members of the educational psychology group.
- Family members.

**29.- Is intervention by SEN teachers regulated in the school's management documents?** Please select all applicable options.

- It is not regulated by any document.
- It is regulated by the School Organization and Operation Regulations (NOFC).
- It is regulated by the Attention to Diversity Plan (PAD).
- It is regulated by the School Education Project (PEC).

**30.- Please indicate the percentage of time that SEN teachers intervene in the regular classroom.** Please select only one option.

- More than 50%.
- From 25% to 50%.
- Less than 25%.

**31.- Please indicate the frequency with which the support teacher performs the following functions in the regular classroom.** Please select only one option per row.

	Always	Regularly	Occasionally	Never
Cooperating in leading the class				
Working with half the class group				
Working with small groups				
Supporting all students individually, particularly those with difficulties				
Assessing students				
Controlling discipline				

**32.- Please indicate the levels of participation (high, medium, low or none) that each of these staff members has in implementing an individualized plan (PI). Please select only one option per row.**

	<b>High level: decision design application assessment</b>	<b>Medium level: decision cooperation at later points</b>	<b>Low level: only decision or cooperation</b>	<b>No participation</b>
Student's tutor				
SEN teacher.				
Other teacher(s)				
Members of the educational psychology team				
Members of the management team				
Other specialists (psychologists, physiotherapists, etc.)				
Education assistants (technicians, monitors, etc.)				
Trainee teachers				
Family members				

**32.a Do volunteers participate at your school? Please select only one option.**

- Yes
- No (please go to question 42)

### **Community Participation Dimension**

**33.- If volunteers work with the school, who are they? Please select all applicable options.**

- Trainee teachers.
- Family members of the school's students.
- Other members of the community.
- Former students.
- Former teachers.

**34.- Please indicate whether volunteer contributions are regulated in written protocols for school management. If so, please indicate the documents in which their tasks are stipulated. Please select all applicable options.**

- Volunteer contributions are not regulated in any document.
- The Annual General Program (PGA).
- The Management Project (PD).
- The Attention to Diversity Plan (PAD).
- Other:

**35.- Please indicate the activities in which volunteers participate, rating them from 1 (minimum participation) to 6 (high participation) according to the degree of participation in each. Select N/A (not applicable) if the activity does not take place. Please select only one option per row.**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
They take part in out-of-school activities or those such as ceremonies, celebrations or outings.						
They take part in teaching activities (support for students with difficulties or bringing students up to level).						
They take part in activities of feedback and improvement of school functioning.						
They take part in training activities.						

**36.- Please indicate what activities families participate in.** Please select all applicable options.

- Meetings for information about their children's educational progress.
- Participation in school or out-of-school activities (events, celebrations, outings).
- Participation in teaching activities (support for students with learning difficulties or bringing students up to level).
- Participation in activities of feedback and improvement of the school's functioning.
- Training activities.

**37.- The school's diversity committee includes** (please select N/A if the school does not have a diversity committee; please select only one option):

- Family members.
- Volunteers.
- Family members and volunteers.
- Neither.
- N/A

**38.- The school's participation with the educational community is organized by** (please select all applicable options):

- School participation in the environmental plan.
- The school offering recreational or cultural activities to the community.
- School participation in recreational or cultural activities organized by the community.
- The school offering facilities for community activities.
- School participation in other types of local community networks.
- School participation in other types of national or international networks.

### **Ongoing Training Dimension**

**39.- The school has a reception plan for recently arrived teachers.**

- Yes
- No
- It is being developed.

**40.- The reception actions the school offers new teachers are** (please select all applicable options):

- Specific guidance by the management team.
- Training in the educational project or other topics.
- Assignment of a tutor.
- Cooperative work with other teachers.

**41.- The percentage of teachers in the school who have received training on inclusion is** (please select only one option):

- Over 70%.
- 30% to 70%.
- Below 30%.

**42.- Does the school organize internal training activities on inclusion issues for the school community?**

Please select only one option:

- Yes, for teachers.
- Yes, for members of the school community other than teachers.
- Yes, for both teachers and the community.
- Not done due to lack of time.

**43.- Does the school provide opportunities for critical reflection on teachers' own practice during their working hours?** Please select only one option.

- Yes, systematically.
- Yes, at least once a year.
- Only when there is a demand.
- We would like to, but it is not possible.