Appendix I A

Interview Guide for the Principals

1. What are the basic requirements for an inclusive school?

2. How do the admissions criteria reflect the needs, attributes and diversity of potential students?

3. In what way do you think that your school is different from other schools?

4. What is the eligibility criterion for children with special needs who seek admission to the school?

5. What are the barriers to inclusive education?

6. What problems do you face with children with special needs and their parents?

7. How easy or difficult it is to convince the other students or their parents that inclusive education is the best model of education?

8. How is an IEP designed for a child with special needs?

9. What benefits of inclusion do you see for children with special needs and their non-disabled peers?

10. What is the staffing pattern?

11. What is the level of collaboration between regular and special teachers?

12. What changes could strengthen this process of inclusion?

13. How do you deal with non-compliance to the school’s philosophy and mission or ensure that it is followed?

14. What are the outcomes of educating children with special needs in inclusive school?

15. Currently, what resource shortage you are facing?
Appendix I B

Interview Guide for Teachers

Personal Information

Name of the teacher (Optional) ………………………………..
Age ………………………………..
Qualification ………………………………..
Years of experience ………………………………..
Subject(s) Taught ………………………………..
No. of students with disabilities taught ………………………………..

1. How long have you been teaching in this school?
2. What is school’s eligibility criterion while admitting children with disabilities?
3. Have you had experience of teaching children with disabilities?
4. What differences do you observe in children with disabilities and their typically developing peers?
5. How have been handling those (aforementioned) special needs in the classroom?
6. Do you feel that the training that you have received (pre-service or in-service) has helped in dealing with children with disabilities in the regular classrooms?
7. What are special resources your school owns to enhance participation of children with disabilities?
8. What according to you are barriers in educating children with disabilities in regular schools?
9. What factors promote inclusion of children with disabilities in regular schools?
10. What arrangements and modifications are made to accommodate children with disabilities in the school (Hint: curriculum modification, extra time in examinations, teaching strategies, resource room etc.)?
11. How the special teachers and other support staff are involved in the planning for the new pupil’s inclusion?
12. How is the information gained at admission/interview day is shared, and what plans are made to adapt and modify the curriculum to meet the pupil’s needs?
13. What are the main challenges that you face while dealing with the child with disability?
14. How do you think those difficulties could be tackled?
15. What is the role of parents of children with disabilities in their education?
16. What role do the peers of children with disabilities play in the education process?
17. What are your concerns about teaching children with disabilities in the classroom along with other children?
18. What are the positive things about educating children with disabilities in regular classrooms?
19. Have you observed any changes in the child with disability since the time you are teaching him?
20. What are the ways in which children are evaluated?
21. How do you think the process of inclusion could be strengthened?

**Progression**

22. Are there differential rates of progression, failure, withdrawal or transfer between different student groups due to differential abilities of children? If so, how are they understood and explained?
23. Are there different rates of student attainment due to differential disability? If so, how are they understood and explained?

**Curriculum Design**

24. Who designs the curriculum? In designing the curriculum, how are the students’ learning styles, differential ability and background are considered?
25. How the students’ prior knowledge and learning taken into account?

26. How is advice from, or participation in, curriculum design from people with specialist expertise sought?

27. How does the usage of inclusive language and keep in touch with change and evolution in language to avoid giving offence to students and to respect their values ensured?

**Delivery**

In your teaching, do you:

28. How are students provided with a range of learning opportunities?

29. How are the students encouraged to listen and learn from one another?

30. What special equipments/techniques are required to teach children with differential abilities.

31. How do you ensure non-usage language or behaviour which discourages children with disabilities (e.g. negotiate a group contract at the start of the session, and refer to it as necessary)?

32. What kind of support is provided to students experiencing difficulties?

**Assessment**

33. Is your student assessment flexible enough to assess the learning outcomes of students with disabilities?

34. How are you able to accurately assess intended learning outcomes?

35. How is the feedback on students’ work given?

36. How is the critical feedback to students within a group context and how is it handled sensitively to sustain the student’s self respect and confidence?
Appendix I C

Interview Guide for Children with Disabilities

Personal Information

Name of the child (Optional) .................................
Gender .........................................................
Age ............................................................
Standard ......................................................
Years of experience in regular school .........................
Number of children taught/class .............................

1. How long have you been studying in this school? Where were you studying before joining this school?

2. What are things you like about this school?

3. What are the things you do not like about the school?

4. What would you like to change in your school?

5. Do you have friends? What do you all do in school?

6. How do your friends help you in classroom?

7. How do you like the classroom sessions?

8. How do your teachers and friends help you when you do not understand what the teacher is teaching?
9. Who helps with your studies at home?

Appendix I D

Interview Guide for Parents of Children with Disabilities

Personal Information

Name (optional) .................................................................
Relationship to the Child ....................................................
Age ..................................................................................
Religion ............................................................................
Siblings ............................................................................
Monthly income .................................................................

1. Who all are there in your family?
2. What is your child’s educational background (schools attended, contexts etc.)?
3. What are your child’s strengths and need areas?
4. What are your child’s special talents?
5. What motivates your child? What are his/her interests?
6. Does your child have any particular fears or worries?
7. Does your child have many friends? What are they like?
8. How does your child relate to teachers?
9. How does your prefer to work, individually or in group?
10. Does your child like school?
11. What were the reasons for sending your child to regular school?
12. What advantages do you perceive for your child in a regular school?
13. What are your anxieties about sending your child to a regular school?
14. What problems do you face in educating your child in a regular school?
15. For what purposes do you visit your child’s school and how frequent are such visits?
16. How does the school ensure parental involvement?
17. What differences can you observe in the child since the time he/she has started going to regular schools?
18. How are child’s relationships with siblings, friends and others in the neighbourhood?
19. What additional responsibilities you have to discharge in educating the child in a regular school?
20. What additional support from school/community could make inclusive education more accessible and enjoyable for your child?
21. What are your expectations from the school for your child?
22. Is there anything else pertaining to the child, you would like to share with me?
Appendix I E

FGD Guide for Teachers

12. What are the components of inclusive education?

13. What are the factors which promote education of children with disabilities in regular educational system?

14. How are the characteristics of the main stakeholders affecting the process of inclusive education?

15. What is the process of inclusive education delivery system?

16. What are the outcomes of educating children with disabilities in regular schools?

17. What are the challenges facing the inclusive educational systems?

18. How these inclusion processes in school could be strengthened?

19. What are the barriers to participation and learning experienced by students?

20. What practices can help to overcome these barriers?

21. To what extent do such practices facilitate improved learning outcomes?

22. How can such practices be encouraged and sustained within schools?
Appendix I F

Observation Guide

Class:____________________  Date:_____________

Teacher:___________________

1. Does the student arrive to class on time?
2. Have all physical needs been met before class begins? (toileting, feeding, medications, splint/brace adjustments etc.)
3. Does the student choose his or her place to sit?
4. Does this student’s placement support visual or hearing needs?
5. Is the student actively participating in the classroom activities rather than merely observing?
6. Is the student attentive and not disruptive?
7. Does the student leave the classroom at the end of the period and not before?
8. Has the classroom teacher established learning objectives?
9. Is a teacher asking the student content questions to assess learning each day?
10. Are informal assessments used to monitor learning for this student?
11. Is the student’s involvement in learning activities monitored and facilitated throughout the class period?
12. Are modifications (changes what a student is expected to know) provided for this student as needed?
13. Are accommodations (changes how a student accesses information or demonstrates learning) provided for this student as needed?
14. Do the educators communicate about how the student performed in class each day?
15. Does the student have opportunities to greet and communicate with his or her peers?
16. Do the educators speak directly to the student?
17. Does the student ask and answer questions?

18. Do peers understand how this student best communicates?

19. Do the school’s administrators actively participate in solving problems and eliminating barriers to inclusion?

20. Do the school’s administrators facilitate communication and collaboration between special education staff (if there is any) and regular education staff?

21. Does the administration encourage the special education teacher to regularly observe students in the inclusive classroom setting?
APPENDIX II

Individualized Educational Plan (I.E.P.)

2009-2010

(Procured and Published with Permission from School 1)

Name of child:

Grade: III

Part 1: Language-Reading and writing skills

- Identify parts of a book
- Short vowel sounds – cvc words
- Rhyming words
- Read and write his/her own name and telephone number- Give child a wide variety of opportunities to write out or trace his/her name (clay, soap, crayons, sand)
- Alphabetize to the first letter
- Identify and read basic sight words and vocabulary words
- Retell, dramatize, or dictate a story
- Recognizing action and naming words
- Copy writing
- Writing basic sight words and three letter words
- Picture talk
- Answer questions based on picture / story
- Match picture with words / sentence

Part 2: Number Concepts & Operations

- Calendar skills- tell date and write in notebook
- Concept of more and less – using numerals
- Concept of before and after
- Rote counting upto 300
• Telling time – counting by 5
• Addition and subtraction- 3 digit with carryover / borrowing
• Use of calculator
• Recite and recognize days of week and months of year
• Number names
• Money – identify notes and coins, money value
• Measurements
  1. Sort objects by size
  2. Draw line using ruler
  3. Concept of fractions – full, half, ¼ and ¾.

Part 3: Science

• Show awareness of the five senses
  1. Tactile – rough, smooth, hard, soft
  2. Taste – sweet, sour, bitter, spicy, salty
  3. Kinaesthetic – balance, throwing, catching, cutting, tearing, pasting
  4. Auditory – differentiation of various sounds, rhythm (auditory perception)
  5. Sight – near, far, primary and secondary colours

• Climate and Seasons
  1. The 3 seasons – climatic conditions (rain walk)
  2. Clothes we wear
  3. Seasonal fruits

• Transport
  1. Water –
  2. Land (bus ride)
  3. Air – (visit to Hangar)
  4. Traffic Rules

• Health and nutrition
  1. Meal times
  2. Healthy / Junk Food

Part 4: General Learning

• Visual and Auditory perception (Following multiple / sequence instructions)
• Good Habits
• Cleanliness
• Map of Beacon High / Map of India (outline)
Part 5: Inclusive Activities

- Music
- Art
- Craft
- Computers

Appendix III

Index for Inclusion
Booth & Ainscow (2000)

Questions springing from one indicator

The indicators

<table>
<thead>
<tr>
<th>Indicators</th>
<th>DIMENSION A Creating inclusive CULTURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1</td>
<td>Building community</td>
</tr>
</tbody>
</table>

**INDICATOR** Everyone is made to feel welcome.

A.1.1

A.1.2 Students help each other.

A.1.3 Staff collaborate with each other.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>dimensions, indicators and questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1</td>
<td>Building community</td>
</tr>
</tbody>
</table>

**INDICATOR** Staff collaborate with each other

A.1.3

i) Do staff treat each other with respect irrespective of their roles in the school?
A.1.4  Staff and students treat one another with respect.

A.1.5  There is a partnership between staff and parents/carers.

A.1.6  Staff and governors work well together.

A.1.7  All local communities are involved in the school.

A.2  Establishing inclusive values

INDICATOR  There are high expectations for all students.

A.2.1  Staff, governors, students and parents/carers share a philosophy of inclusion.

A.2.2  Students are equally valued.

A.2.3  Staff and students treat one another as human beings as well as occupants of a ‘role’.

A.2.4  Staff seek to remove barriers to learning and participation in all aspects of the school.

A.2.5  The school strives to minimise discriminatory practices.

A.2.6  Do staff treat each other with respect irrespective of their gender?

A.2.7  Do staff treat each other with respect irrespective of their class or ethnic background?

A.2.8  Are all staff invited to staff meetings?

A.2.9  Do all staff attend meetings?

A.2.10  Is there wide participation in meetings?

A.2.11  Are all teachers and classroom assistants involved in curriculum planning and review?

A.2.12  Is teamwork between staff a model for the collaboration of students?

A.2.13  Do staff know who to turn to with a problem?

A.2.14  Do staff feel comfortable about discussing problems in their work?

A.2.15  Are regular supply staff encouraged to be actively involved in the life of the school?

A.2.16  Are all staff involved in drawing up priorities for school development?

A.2.17  Do all staff feel ownership of the school development plan?
FURTHER QUESTIONS

DIMENSION B Producing inclusive POLICIES

B.1 Developing the school for all

INDICATOR B.1.1 Staff appointments and promotions are fair.

B.1.2 All new staff are helped to settle into the school.

B.1.3 The school seeks to admit all students from its locality.

B.1.4 The school makes its buildings physically accessible to all people.

B.1.5 All new students are helped to settle into the school.

B.1.6 The school arranges teaching groups so that all students are valued.

B.2 Organising support for diversity

INDICATOR B.2.1 All forms of support are co-ordinated.

B.2.2 Staff development activities help staff to respond to student diversity.

B.2.3 'Special educational needs'

dimensions, indicators and questions

DIMENSION B Producing inclusive POLICIES

B.2 Organising support for diversity

INDICATOR B.2.1 All forms of support are co-ordinated.

B.2.2 Staff development activities help staff to respond to student diversity.

B.2.3 'Special educational needs'

FURTHER QUESTIONS

•

•

•
policies are inclusion policies.

The Special Educational Needs Code of Practice is used to reduce the barriers to learning and participation of all students.

Support for those learning English as an additional language is co-ordinated with learning support.

Pastoral and behaviour support policies are linked to curriculum development and learning support policies.

Pressures for disciplinary exclusion are decreased.

Barriers to attendance are reduced.

Bullying is minimised.

vi) Do staff receive training in devising and managing collaborative learning activities?

vii) Are there shared opportunities for teachers and classroom assistants to develop more effective collaboration?

viii) Are there opportunities for staff and students to learn about peer tutoring?

ix) Do teaching and support staff learn about using technology to support learning (such as cameras, television, video, overhead projector, tape-recorders, computers/internet)?

x) Do staff explore ways of reducing disaffection by increasing the engagement of students in curricula?

xi) Is disability equality education provided for all staff?

xii) Do all staff learn how to counter bullying, including racism, sexism and homophobia?

xiii) Do staff and governors take responsibility for assessing their own learning needs?

FURTHER QUESTIONS
C.1 Orchestrating learning

INDICATOR Teaching is planned with the learning of all students in mind.

C.1.1 Lessons encourage the participation of all students.

C.1.2 Lessons develop an understanding of difference.

C.1.3 Students are actively involved in their own learning.

C.1.4 Students learn collaboratively.

C.1.5 Assessment contributes to the achievements of all students.

C.1.6 Classroom discipline is based on mutual respect.

C.1.7 Teachers plan, teach and review in partnership.

C.1.8 Teachers are concerned to support the learning and participation of all students.

C.1.9 Teaching assistants support the learning and participation of all students.

C.1.10 Homework contributes to the learning of all.

C.1.11 All students take part in activities outside the classroom.

C.1.12 Students are actively involved in their own learning.

i) Are students encouraged to take responsibility for their own learning?

ii) Do teachers explain the purpose of a lesson or group of lessons?

iii) Do the classroom environment, displays and other resources help independent learning?

iv) Does the support given to students help them to move on in their learning while drawing on the knowledge and skills they already possess?

v) Are curriculum plans shared with students so that they can choose to study at a faster pace or in greater depth?

vi) Are students taught how to research and write up a topic?

vii) Are students able to use the library and information technology resources independently?

viii) Are students taught how to take notes from lectures and books and organise their work?

ix) Are mechanical copying
C.2 Mobilising resources

**INDICATOR**  Student difference is used as a resource for teaching and learning.

C.2.1 Staff expertise is fully utilised.

C.2.2 Staff develop resources to support learning and participation.

C.2.3 Community resources are known and drawn upon.

C.2.4 School resources are distributed fairly so that they support inclusion.

C.2.5 Are students taught how to present their work in spoken, written and other forms, individually and in groups?

Are students encouraged to summarise what they have learnt verbally and in writing?

Are students taught how to revise for tests and examinations?

Are students consulted about the support they need?

Are students consulted about the quality of lessons?

Are students involved in finding ways to overcome their own and each other's difficulties in learning?

Are students given a choice over activities?

Are the interests, knowledge and skills acquired independently by students valued and drawn upon in lessons?

**FURTHER QUESTIONS**