Appendix F

Interview Schedule for Class Teachers

Name : __________________________________________
Age : __________________________________________
Educational Qualifications : ______________________
No. of Years since : __________________________________ working in the School
No. of teachers involved : __________________________________ in the Program
Class Taught : ___________________________________
Subjects : ______________________________________
No. of special children : __________________________ handled
Additional responsibilities : _________________________

1. a. When did the inclusive program start in the school and why?  
   b. What is the inclusive program according to you?
2. What are the long and short term goals/objectives of the program offered to these children?
3. What is the response of the school staff towards it?
4. How would you evaluate this program in terms of its worth for the children?
   Or
5. According to you what are the advantages and disadvantages of such a program? (What areas of development get fostered?)
6. According to you children with what type of disabilities can be included in the regular program?
7. Have you undergone any specific training to be able to offer an inclusive program? (Preservice / Inservice) and Are you provided with any support from the school? (Training, additional helper, special material etc).

8. How is the inclusive program offered to these children? (as compared to classes with no special children in them)
   (a) By keeping student – teacher ratio small.
   (b) Needs of the individual children are kept in mind.
   (c) Individual Education Plans (IEP) are prepared and implemented.
   (d) Pace of teaching is slower.
   (e) Special/specific teaching aids are used.
   (f) Extra revision is given for concepts taught (for this child specially).
   (g) There is no difference in the program offered.
   (h) Any other.

9. As a class teacher your role involves –
   (a) Helping in identification of problems any child in class may have.
   (b) Put in extra time for children for revision of concepts taught.
   (c) Put in extra time to enable these children to learn at their own pace.
   (d) Modify content.
   (e) Preparation of specific material to cater to individual needs of these children (worksheets/kits etc.).
   (f) Modifying the teaching strategies for whole class to suit the needs of these children/child.
   (g) Modify methods of evaluation.
   (h) Help the child to get socially accepted in class and build up a peer group.
   (i) Any other.
10. What are the class activities undertaken by you with the children and is the included child a part of each of these?

   Academic          Non Academic
   (extra curricular)

11. What percentage of time is used in which activity?
12. Is a regular time table followed?
13. How is the seating arrangement for children decided on –
   (a) Age of child
   (b) Nature of problem
   (c) Behaviour and attention span of each child
   (d) Children decide where to sit
   (e) Level of performance
   (f) No criteria
   (g) Any other

14. Are any specific screening/testing/diagnostic tests used for monitoring these children? Explain.
15. Who has the responsibility/decision making power regarding the planning, implementation, documentation, assessment and upward promotion of the child?
16. On what basis is the child promoted to the next class and who decides this?
   (a) Their performance in daily class assignments
   (b) Tests taken by teacher on regular basis
   (c) Observations in class
   (d) Any other

17. Do you think the inclusive program in your school is successful? Why?
18. Does the process of evaluation differ for the included children?
   (a) Separate questions papers
   (b) Time flexibility in writing exams
   (c) Only oral exam taken
   (d) Grading is lenient
   (e) No formal exam
   (f) Any other
19. As the class teacher what areas of development do you lay emphasis on while evaluating the performance?
   (a) Acquisition of self-help skills
   (b) Normal social interactions and peer relationships
   (c) Child's ability to perform at par with age mates in one or more academic areas
   (d) Child's ability to achieve goals set by teacher within a desirable time period
   (e) Child does well in exams.

20. Do some included children drop out of the regular program? Why?
   (a) Children have improved and no longer need extra help.
   (b) Children may not be improving even after being in the program for some time.
   (c) Parents withdraw the children.
   (d) Children may be having problems with social relationships.
   (e) Any other.

21. What have been the parental reactions towards having a special child in their child's class?

22. Do parents of special child have an opportunity to participate in the class program? How?
   (a) Through regular (extra) meetings to keep track of progress of their child.
   (b) Adoption of teaching strategies used in class at home also.
   (c) Parental training provided by school.
   (d) Providing extra help through tutions.

23. As the class teacher how do you help other children accept the included child?
   (a) Give talks to create awareness
   (b) Seating arrangements are made such that it promotes interaction
   (c) Group activities are organised to encourage interactions
   (d) Any other
24. What kind of peer/friendship patterns do you observe among the children vis a vis the included child?
   (a) Is an accepted part of the group
   (b) Minimal contact and interaction with the child
   (c) Interaction only for a few activities.
25. Does having a special needs child in your class add on specific responsibility or stress? How?
26. Are there any constraints faced by you in offering an inclusive program to children? Discuss.
27. Has the experience of having an included child in class affected you in any way personally?
28. Are there any suggestions for any further changes/additions/omissions?
29. Should other schools also be offering such a program? Why?
30. What place does the special program hold in their roles and responsibilities? (Chappati Diagram).
31. Do you feel equipped to offer inclusive program?