## Student Survey Protocol

\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your school is part of the Special Olympics Unified Schools programs which can include **Unified Sports**, **Inclusive Youth Leadership** and **Whole School Engagement** activities. The survey questions below will get information about the activities you are involved in Unified Sports, Inclusive Youth Leadership or Whole School Engagement. When thinking about these activities, **whether you have an intellectual disability or not**, you will want to consider your experience and interactions with students who are in the Special Olympics programs.

A description of each of the programs is below.

**Unified Sports** brings together individuals with and without intellectual disabilities through shared sports training and competition experiences.

**Inclusive Youth Leadership** activities are opportunities for youth with and without intellectual disabilities to become agents of change within their school, community, and state. Inclusive Youth Leadership development is when young people of all abilities are given opportunities to be leaders in their schools and communities.

**Whole School Engagement** activities are awareness and educational activities that promote social inclusion and reach the majority of students and school staff members. Whole School Engagement activities positively impact school climate by including all students, teachers, staff, administrators.

### Student Background Information

1. **What is your gender? (Select one)**[ ] Male  
   [ ] Female  
   [ ] Don’t understand question
2. **What is your age? (Select one)**[ ] Under 12  
   [ ] 12-18  
   [ ] 19-25  
   [ ] Don’t understand question
3. **Do you have an intellectual disability? (Select one)**[ ] Yes  
   [ ] No  
   [ ] Don’t understand question

*(Source: UMASS School Experience and Attitude Survey)*

### Student Participation and Experiences in Special Olympics

1. **Are any of the following barriers to your participation in Special Olympics activities? By barriers, we mean things that prevent you from registering for or participating in activities.**  
   [ ] Lack of transportation to activities  
   [ ] Lack of time for practices  
   [ ] Inconvenient location of activities  
   [ ] Lack of knowledge of how to get involved in Special Olympics activities  
   [ ] Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### **Unified Sports**

1. **Do you participate in Unified Sports?**[ ] Yes  
   [ ] No

*(Source: Developing self-report measures on social inclusion for people with intellectual disabilities and for sports coaches: A transnational study)*

1. **Which of the following best describes your role in Special Olympics Unified Sports? (Select one)**[ ] Unified Sports athlete  
   [ ] Unified Sports partner  
   [ ] Don't understand question

*(Adapted from Source: UMASS Boston High School Experience Survey)*

1. **How many years have you participated in Special Olympics Unified Sports? (Select one)**[ ] Less than 1 year  
   [ ] 1-2 years  
   [ ] 3-4 years  
   [ ] 5+ years  
   [ ] I don’t know  
   [ ] Don’t understand question

*(Source: Developing self-report measures on social inclusion for people with intellectual disabilities and for sports coaches: A transnational study)*

1. **What Unified Sports events did you participate in this school year?**

|  |
| --- |
|  |

*(Source adapted from: UMASS Boston High School Experience Survey)*

1. **Think about this school year, what Unified Sports activities did you participate in?**

[ ] Unified Sports team competing against other schools  
[ ] Unified Sports team that competes against other students in my school

[ ] Unified Sports Day [ ] Unified Sports in Physical Education class

*(Source adapted from: UMASS Boston High School Experience Survey)*

1. **Think about this school year, what Unified Sports did you participate in?**[ ] Athletics (Track and Field, Long jump, Shot put, etc.)  
   [ ] Soccer [ ] Basketball [ ] Volleyball [ ] Floorball[ ] Bowling  
   [ ] Bocce  
   [ ] Floor Hockey[ ] Softball   
   [ ] Netball  
   [ ] Cricket  
   [ ] Badminton  
   [ ] Cheerleading[ ] Other sport (specify)

*(Source: Special Olympics Unified Champion Schools Evaluation Guide: A Resource for US State Programs)*

#### **Inclusive Youth Leadership and Whole School Engagement**

1. **Did you participate in Inclusive Youth Leadership activities (such as Youth Activation Committee [YAC], or Special Olympics Student Club, or other inclusive student group/society)**[ ] Yes  
   [ ] No

*(Source: The Special Olympics Unified Champion Schools Program: Unified Schools Intervention Study Final Report)*

1. **Which Inclusive Youth Leadership activities did you participate in?**

|  |
| --- |
|  |

*(Adapted from Source: The Special Olympics Unified Champion Schools Program: Unified Schools Intervention Study Final Report)*

1. **Did you participate in Whole School Engagement activities (such as a Disability Day celebration, awareness campaign)?**[ ] Yes  
   [ ] No

*(Source: The Special Olympics Unified Champion Schools Program: Unified Schools Intervention Study Final Report)*

1. **Which Whole School Engagement activities did you participate in?**

[ ] Spread the Word or Respect Campaign  
[ ] Special Olympics assembly  
[ ] Disability Day or Awareness Day

[ ] Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(Source: The Special Olympics Unified Champion Schools Program: Unified Schools Intervention Study Final Report)*

1. **During this school year, in what ways were you involved in this engagement activity *(how did you participate)*?**[ ] Attended an assembly/rally  
   [ ] Signed a pledge/banner to wore a t-shirt, bracelet, button in support  
   [ ] Made signs, posters, or videos advertising the event/cause  
   [ ] Asked other students to sign a pledge or passed out t-shirts, bracelets, or buttons  
   [ ] Spoke at an assembly/rally  
   [ ] Something else \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(Source: The Special Olympics Unified Champion Schools Program: Unified Schools Intervention Study Final Report)*

### Student Engagement in Special Olympics

1. **Think about the students with intellectual disabilities that you participate with in Unified Sports/Inclusive Youth Leadership/Whole School Engagement activities. Please mark whether or not you have done the following activities with this friend, or if you would do them in the future.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Yes** | **Not yet, but would do in the future** | **No** | **Don’t understand question** |
| Hang out with him/her outside of the Unified activities |  |  |  |  |
| Lend him/her something that belongs to you |  |  |  |  |
| Share a secret with him/her |  |  |  |  |
| Have him/her over to your house |  |  |  |  |
| Stand up for him/her if others are mean |  |  |  |  |
| Eat a meal with him/her outside of the programs |  |  |  |  |
| Call him/her on the telephone |  |  |  |  |
| Text/SMS him/her |  |  |  |  |
| Introduce him/her to your other friends |  |  |  |  |
| Choose him/her partner in a game |  |  |  |  |
| Friend him/her on Facebook/Twitter/Instagram/Snapchat |  |  |  |  |
| Go together to a sports match, movie, or other activity in the community. |  |  |  |  |

*(Source: UMASS School Experience and Attitude Survey)*

#### **Unified Sports**

1. **Why did you decide to sign up for Unified Sports? (Select yes or no for each option)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **Don’t understand question** |
| To play sports with people with intellectual disabilities |  |  |  |
| To play sports with people without intellectual disabilities |  |  |  |
| To try a new sport |  |  |  |
| To improve my health and fitness |  |  |  |
| To improve my social skills |  |  |  |
| To improve my sports skills |  |  |  |
| To make new friends |  |  |  |
| To meet people with intellectual disabilities |  |  |  |
| To meet people without intellectual disabilities |  |  |  |
| To do community service/charity work |  |  |  |
| Because my friends were playing |  |  |  |
| Because someone else signed me up |  |  |  |
| Other (please describe): |  |  |  |

*(Adapted from Source: UMASS School Experience and Attitude Survey)*

#### **Inclusive Youth Leadership**

1. **Have you taken on a leadership role for any sports teams, clubs, organizations that you are a part of?**  
   [ ] Yes  
   [ ] No  
   [ ] Not applicable

*(Adapted from Source: Promoting Social Inclusion in High Schools Using a Schoolwide Approach)*

1. **If yes, what is your role? (*E.g. what is your title and what do you do on a daily basis?)***

|  |
| --- |
|  |

*(Adapted from Source: Promoting Social Inclusion in High Schools Using a Schoolwide Approach)*

1. **Do you feel comfortable in your leadership role?**   
   [ ] Yes  
   [ ] No  
   [ ] Not applicable

*(Source: Adapted by American Institutes for Research)*

### Student Knowledge

#### **Social Inclusion at Your School**

1. **Think about this current school year. For each of the following, please mark how often it happened at your school this year.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Never** | **Rarely** | **Sometimes** | **Often** |
| a. | Students in your school liked participating with students with intellectual disabilities during school activities |  |  |  |  |
| c. | Students with intellectual disabilities in your school were included in school activities (such as sports, student clubs, assemblies) |  |  |  |  |
| d. | Students in your school made fun of students with intellectual disabilities |  |  |  |  |
| e. | Students in your school found it hard to get along with students with intellectual disabilities |  |  |  |  |
| f. | Students in your school got to know students with intellectual disabilities well |  |  |  |  |
| g. | Students with intellectual disabilities in your school were treated the same way as students without intellectual disabilities |  |  |  |  |
| h. | Students in your school treated students with intellectual disabilities as if they had no feelings |  |  |  |  |
| i. | Students in your school ignored students with intellectual disabilities |  |  |  |  |
| j. | Students in your school were very interested in getting to know students with intellectual disabilities |  |  |  |  |
| k. | Students in your school used negative terms to refer to students with intellectual disabilities |  |  |  |  |
| l. | Studentswith intellectual disabilities in your school were not treated as part of the school |  |  |  |  |

*(Source: The Special Olympics Unified Champion Schools Program: Unified Schools Intervention Study Final Report)*

#### **Disability and/or Intellectual Disability**

1. **Before joining any of the** **Unified Schools activities, had you met and talked with people who have intellectual disabilities?**[ ] Yes  
   [ ] No  
   [ ] Don't understand question

*(Source: UMASS Boston High School Experience Survey)*

1. **Do you know anyone from your school who has an intellectual disability?**  
   [ ] Yes  
   [ ] No  
   [ ] Don't understand question

*(Source: UMASS Boston High School Experience Survey)*

1. **Who do you know in your school who has an intellectual disability?**[ ] Student in my class  
   [ ] Student in my schools, but not in any of my classes  
   [ ] Me  
   [ ] Don’t understand question

*(Source: UMASS Boston High School Experience Survey)*

### Student Experiences

#### **Social Inclusion**

**If you do not have an intellectual disability, please answer the following questions. If you have an intellectual disability, you can skip these questions.**

1. **During this school year, did you spend time with a student who has an intellectual disability at school?**[ ] Yes  
   [ ] No

*(Source: Special Olympics Unified Champion Schools Evaluation Guide: A Resource for US State Programs)*

1. **During this school year, did you spend time with this person outside of school?**[ ] Yes  
   [ ] No

*(Source: Special Olympics Unified Champion Schools Evaluation Guide: A Resource for US State Programs)*

1. **During this school year, how often did you see students with intellectual disabilities in the following places?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Every Day** | **Most days** | **Same days** | **Never** | **I don’t know** |
| In the hallway |  |  |  |  |  |
| In the cafeteria |  |  |  |  |  |
| In your academic classes (such as English, math, or history) |  |  |  |  |  |
| In your non-academic classes (such as study hall, gym, art, or music) |  |  |  |  |  |
| In the Special Education classroom(s) |  |  |  |  |  |
| Playing on a sports team |  |  |  |  |  |
| During extracurricular activities (such as club meetings) |  |  |  |  |  |

*(Source: The Special Olympics Unified Champion Schools Program: Unified Schools Intervention Study Final Report)*

**For students with an intellectual disability**

1. **Does the following happen in your school this school year?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Yes** | **Most times** | **Some times** | **No** | **I don’t know** |
| Do you look forward to going to your school? |  |  |  |  |  |
| Do you feel left out at your school? |  |  |  |  |  |
| Do other students listen to you at your school? |  |  |  |  |  |
| Do students tell each other about what is happening in their lives? |  |  |  |  |  |
| Does everyone get a chance to take part at your school? |  |  |  |  |  |
| Do other students trust you to do well at your school? |  |  |  |  |  |
| Do other students ask you for help at your school? |  |  |  |  |  |
| Are all students treated as equals at your school? |  |  |  |  |  |
| Do you and your friends from school hang out together away from school? |  |  |  |  |  |
| Do the students at your school keep in touch with you by phone or text or social media? |  |  |  |  |  |
| Do you get invited to parties or other celebrations from students in your school? |  |  |  |  |  |
| Do other students comfort you and care for you at your school |  |  |  |  |  |

*(Source: Developing self-report measures on social inclusion for people with intellectual disabilities and for sports coaches: A transnational study)*

#### **Disability and/or Intellectual Disability**

1. **Mark Yes or No for each option below. If you don’t understand what a particular question is asking, select Don’t understand question.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **Don’t understand question** |
| I am a sibling of a person with an intellectual disability |  |  |  |
| I have another family member (not sibling or child) with an intellectual disability |  |  |  |
| I have a family member with an intellectual disability in my Special Olympics program |  |  |  |
| I work with people with intellectual disabilities |  |  |  |
| I volunteered with Special Olympics in the past |  |  |  |
| I had friends with intellectual disabilities before joining a Special Olympics program |  |  |  |
| I went/go to school with people with intellectual disabilities |  |  |  |
| I had other contacts with people with intellectual disabilities before joining a Special Olympics program (please describe): |  |  |  |

*(Adapted from Source: UMASS Boston High School Experience Survey)*

1. **Think about this current school year and the students you got to know in the Special Olympics programs you participated in. For each of the following, please mark how often it happened at your school this year.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Often** | **Sometimes** | **Rarely** | **Never** | **I don’t know** |
| Students in your school picked on students with intellectual disabilities |  |  |  |  |  |
| Students in your school found it hard to get along with students with intellectual disabilities |  |  |  |  |  |
| Students in your school got to know students with intellectual disabilities well |  |  |  |  |  |
| Students with intellectual disabilities in your schools were treated the same way as students without intellectual disabilities |  |  |  |  |  |
| Students in your school ignored students with intellectual disabilities |  |  |  |  |  |
| Students in your school were very interested in getting to know students with intellectual disabilities |  |  |  |  |  |
| Students in your school used negative terms to refer to students with intellectual disabilities |  |  |  |  |  |

### *(Source: The Special Olympics Unified Champion Schools Program: Unified Schools Intervention Study Final Report)*

### Perceived Effects of Unified Schools Activities on School

#### **Attitudes and Knowledge Towards Intellectually Disability**

**If you do not have an intellectual disability, please answer the following 2 questions. If you have an intellectual disability, you can skip these questions.**

1. **Reflect on your experiences with the Unified Sports/Inclusive Youth Leadership/Whole School Engagement activities. Please mark how much you agree or disagree with each of the following statements:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **As a result of the Unified Schools program…** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t understand question** |
| I’m more comfortable talking to people with an intellectual disability |  |  |  |  |  |
| I'm more comfortable talking to people without an intellectual disability |  |  |  |  |  |
| I do more activities in my community |  |  |  |  |  |
| I feel healthier |  |  |  |  |  |
| My sports skills have improved |  |  |  |  |  |
| I joined another sports team outside of Unified Sports (or plan to in the future) |  |  |  |  |  |
| I exercise more every week |  |  |  |  |  |
| I have more friends with intellectual disabilities |  |  |  |  |  |
| I have more friends without intellectual disabilities |  |  |  |  |  |

#### (Source: Special Olympics Unified Champion Schools Evaluation Guide: A Resource for US State Programs)

1. **How true is each of these statements for you?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Not true** | **A little true** | **A lot true** | **Very true** | **Don’t understand question** |
| I would feel comfortable carrying on a conversation with a student with an intellectual disability at school |  |  |  |  |  |
| I wouldn’t know how to act around a student with an intellectual disability |  |  |  |  |  |
| If I saw a student with an intellectual disability in the hallway, I would try to avoid talking to him or her |  |  |  |  |  |
| If a student with an intellectual disability asked me for my phone number, I would give it to him or her |  |  |  |  |  |
| I would feel uncomfortable if a student with an intellectual disability was in my class |  |  |  |  |  |
| If a student with an intellectual disability started to talk to me, I wouldn’t know how to respond |  |  |  |  |  |
| I would feel comfortable working on a school project with a student with an intellectual disability |  |  |  |  |  |
| I would feel uncomfortable introducing a student with an intellectual disability to my friends |  |  |  |  |  |
| I would feel uncomfortable spending time one-on-one with a student with an intellectual disability |  |  |  |  |  |
| If a student with an intellectual disability asked to sit together during lunch, I would feel comfortable sitting with him or her |  |  |  |  |  |
| I would feel uncomfortable if a student with an intellectual disability hung out with me and my friends |  |  |  |  |  |

*(Source: The Special Olympics Unified Champion Schools Program: Unified Schools Intervention Study Final Report)*

#### **School Climate**

1. **From a scale of 1 to 5 with 1 being no difference and 5 being a big difference, please mark how much of a difference do you think Unified Schools activities has made in your school in each of the following areas?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1 – No difference** | **2 – Very little difference** | **3 – Neutral** | **4 – Moderate difference** | **5 – Big difference** |
| Reducing bullying, teasing or use of offensive language in the program |  |  |  |  |  |
| Increasing the sense of community (a feeling of belonging) in the school |  |  |  |  |  |
| Helping different student groups get along better within the school |  |  |  |  |  |

*(Source: UMASS Boston Liaison Survey)*

#### **Academic Climate**

1. **Do you think being part of Unified Schools activities has contributed to your academic performance in school** ***(how well you’re doing at school)*?**  
   [ ] I am doing **better** academically  
   [ ] I am doing **worse** academically  
   [ ] No, it hasn’t changed the way I perform  
   [ ] I don’t know

*(Source: Adapted by American Institutes for Research)*

### Perceived Effects on Students

#### **Social Inclusion and School Engagement**

**If you do not have an intellectual disability, please answer the following 2 questions. If you have an intellectual disability, you can skip these questions.**

1. **Has your interactions with student with intellectual disabilities changed as a result of participating in Unified Sports programs/Inclusive Youth Leadership programs/Whole School Engagement activities?**[ ] Yes, it’s been more positive  
   [ ] Yes, it’s changed a little  
   [ ] It’s been the same  
   [ ] It’s been more negative  
   [ ] I don’t know

*(Adapted from Source: UMASS Boston High School Experience Survey)*

1. **Has your behavior changed towards students with intellectual disabilities as a result of participating in Unified Sports programs/Inclusive Youth Leadership programs/Whole School Engagement activities?**[ ] Yes   
   [ ] No  
   [ ] I don’t know

*(Adapted from Source: UMASS Boston High School Experience Survey)*

#### **Health Outcomes**

1. **Please indicate whether you have done the following things as a result of participating in Unified School program (that is Unified Sports, Inclusive Youth Leadership, and Whole School Engagement).**

|  |  |  |  |
| --- | --- | --- | --- |
| **Since participating in Unified Schools activities…** | **Yes** | **No** | **I don’t know** |
| I am healthier |  |  |  |
| My sports skills have improved |  |  |  |
| I have joined another sports team outside of Unified Sports (or plan to in the future) |  |  |  |
| I exercise more every week |  |  |  |
| I am more comfortable talking to people with an intellectual disability |  |  |  |
| I am more comfortable talking to people without an intellectual disability |  |  |  |
| I have more friends with intellectual disabilities |  |  |  |
| I have more friends without intellectual disabilities |  |  |  |

#### (Adapted from Source: Special Olympics Unified Champion Schools Evaluation Guide: A Resource for US State Programs)

#### **Social Emotional Outcomes**

1. **Think about the Special Olympics activities that you are part of and different things that may have happened during those activities. How true is each of these statements for you?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Because of Special Olympics activities I….** | **1 – Not at all** | **2 – A little** | **3 – Neutral** | **4 – Quite a bit** | **5 – Yes definitely** |
| Thought about what my strengths are |  |  |  |  |  |
| Recognize the different strengths of others |  |  |  |  |  |
| Learned from people who are different from me |  |  |  |  |  |
| Can tell when someone needs help |  |  |  |  |  |
| Learned how to be patient with others |  |  |  |  |  |
| Understand how my emotions and actions affect others |  |  |  |  |  |
| Feel like I can make my school a better place |  |  |  |  |  |
| Set goals for myself |  |  |  |  |  |

#### (Source: Special Olympics Unified Champion Schools Evaluation Guide: A Resource for US State Programs)

#### **Post-School Outcomes**

1. **Upon graduating from high school, do you want to want to attend university?**   
   [ ] Yes  
   [ ] No  
   [ ] I don’t know  
   [ ] Don't understand question

*(Adapted from Source: UMASS Boston High School Experience Survey)*

1. **Upon graduating from high school, do you want to work?**  
   [ ] I’d want full time employment  
   [ ] I’d want part time employment  
   [ ] No, I don’t want any kind of employment  
   [ ] I don’t know  
   [ ] Don't understand question

*(Adapted from Source: UMASS Boston High School Experience Survey)*