

Social Inclusion Scale

STUDENT VERSION, GRADES 3-12

The Social Inclusion Scale is designed to be administered to students, families and staff once a year. Ideally the administration should take place at the same time each year to get a more consistent view of perceptions over time. If you plan to administer the scale to the entire population, you may want to create an online version of this survey (using Google Forms or another platform) to make scoring and reporting easier for your team to analyze.

Instructions

In this survey, you will find items about your school's inclusiveness, which refers to the extent that all students in your school community are valued, respected and supported. The following items are designed to measure how well your school specifically includes special education students (or students with all disabilities) in the school community.



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These items ask about how students of different abilities are treated and accepted at school. Think about your experience in your school as you read each statement below. Then, select the option that best describes how much you agree or disagree with each statement.

Statement	Strongly Disagree	Disagree	Agree a Little	Agree	Strongly Agree
1. Every student can be a leader in my school.					
2. I learn from having students of all abilities in the classroom.					
3. In my school, adults encourage students with disabilities to participate in all school activities.					
4. In my school, adults use negative terms to refer to students with disabilities.*					
5. In my school, after school activities include students with and without disabilities.					
6. In my school, students with disabilities are treated with respect.					
7. In my school, students use negative terms to refer to students with disabilities.*					
8. In my school, there are opportunities for all students, including students with disabilities, to share their ideas.					
9. Most people in my school work to include students with disabilities in all areas of school life.					
10. My school encourages me to develop friendships with students with and without disabilities.					
11. Sometimes students with disabilities are excluded from class projects.*					

SCORING: AN EXAMPLE

USE: The results from this survey will provide you with a snapshot of the responses to the Social Inclusion Scale (whether responses are mostly in positive range or in a negative range). This data can be used to inform next steps (e.g., school leadership’s team’s discussion of action planning) for the social inclusion efforts in your school

Calculating the percentages of response type

1. The response scale of this survey comprises the following categories: **“Strongly Disagree,” “Disagree,” “Agree a Little,” “Agree”** and **“Strongly Agree.”** One way to get a good picture of the responses is to see the percentages for each of these categories. For example, consider all family responses to this scale. The percentage of responses can be calculated across all five categories for each of the items in the Scale. This would then help you see patterns of agreement or disagreement.
2. Count the total number of responses for each category and divide that number the total number of participants. (For instance, if 5 family members replied “Disagree” out of a total of 25 families, that is 25% overall.)

Question Number	% Strongly Disagree	% Disagree	% Agree a Little	% Agree	% Strongly Agree
Q1	10	5	10	40	35
Q2	5	15	20	25	35
Q3	5	25	10	25	35
Q4*	15	50	10	10	15
Q5	0	20	10	40	30
Q6	10	20	15	15	40
Q7*	0	10	40	45	5
Q8	0	25	25	25	25
Q9	0	20	35	45	0
Q10	5	20	5	30	35
Q11*	35	30	25	5	0

*Items 4, 7, and 11 are intentionally worded differently than the others and should be interpreted in the opposite way. Most items have a negative range that includes “Strongly Disagree” and “Disagree”, and a positive range of “Agree a Little,” “Agree,” and “Strongly Agree.” **Items 4, 7, and 11 are the opposite with the positive range including the “Disagree” options, and the negative range including the “Agree” options.**

You may also consider differences in responses among different groups including those family members of students with disabilities and those of students without, families in different grade levels, or other meaningful categories to refine your understanding of how the families understand inclusion in their child’s school. This data will help you develop your action plan and set short- and long-term goals.