

Social Inclusion Scale

STUDENT VERSION, K-2 (Pilot Version)

Instructions for Adults

This Social Inclusion Scale is meant to be administered at home by an adult with the child. During the assessment, the adult will read the items to the child and ask for their response. If the child is able, they may read along with the adult. Before beginning the assessment, the adult should help the child define disability with the framing activity described below.

FRAMING ACTIVITY:

Please show the **image on the next page** to your child and say,

“We are going to talk about how things are at your school for children with disabilities. This could be someone who is blind, who uses a wheelchair, has autism or has difficulties learning, like in the picture. Kids with disabilities are sometimes called kids with special needs or kids in special education.”



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Next, explore the image with the child and ask questions about what they notice. Here is an example of what this might look like:

Adult: What do you see in this picture?

Child: [Those are kids.]

Adult: Yes, do you notice anything about these kids?

Child: [Some of them have wheelchairs and crutches.]

Adult: That's right, the kids in this picture all have different kinds of disabilities. Some of them may have difficulties getting around so they use wheelchairs and crutches to help them. Other kids in the picture might have difficulties learning, speaking, or may need some extra help at school. Is there anyone in your school that has a disability like the kids in the picture?



This image may be licensed from the artist [here](#).

ASSESSMENT INSTRUCTIONS:

After you have completed the framing activity with the child and are ready to begin the assessment, say the following:

"I am going to read some statements about kids with disabilities in your school. If you feel this way most of the time, say 'Yes', if you feel this way sometimes, say 'Sometimes', and if you feel this way only a little bit of the time, say 'No'."

Circle the answer (or have the child circle the answer) that the child provides under each statement.

1. I like having kids with disabilities in my class.

Yes

Sometimes

No

2. Teachers at my school include kids with disabilities in all activities.

Yes

Sometimes

No

3. At my school, people are kind to kids with disabilities.

Yes

Sometimes

No

4. At my school, kids with disabilities get left out by other kids.

Yes

Sometimes

No

5. I have friends at school who have disabilities.

Yes

Sometimes

No



This assessment was developed in collaboration with the [National School Climate Center \(NSCC\)](#).