

Questionnaire for Curricular Teachers

1. In the Personalized Plans related to children with difficulties the following information are clearly defined:

	Yes	Partly	no	I have got no sufficient elements to answer
About the student's difficulties				
About the initial observation and the class context				
About the barriers and the facilitators*				
About strategies for the emergencies				

* what is an obstacle or what favors the process of the student's inclusion.

** behaviours, important problems, epileptic seizures ...

In the definition of the objectives of the Personalized Plan the parents of LSN Children are consulted

- Yes
- Partly
- No
- I have got no sufficient elements to answer

2. In this school the documentation related to LNS students is used.

- Yes
- Partly
- No
- I have got no sufficient elements to answer

3. In the definition of the objectives of the Personalized Plan the parents of the children with learning problems are consulted

- Yes
- Partly
- No
- I have got no sufficient elements to answer

4. The expertises' opinions are really taken into account when elaborating the objectives of the Personalized Plan .

- Yes
- Partly
- No
- I have got no sufficient elements to answer

- 5. In the Personalized Plan related to children with difficulties, the objectives are punctually and clearly declined with respect to learning, sociality and autonomy.**
- Yes
 - Partly
 - No
 - I have got no sufficient elements to answer
- 6. The assessment tests in the Personalized Plan are elaborated from all the supportive teachers and the discipline teachers**
- Yes
 - Partly
 - No
 - I have got no sufficient elements to answer
- 7. In the class teacher team there is attention and willingness to the curriculum to the learning rythms and necessities of children with special needs**
- Yes
 - Partly
 - No
 - I have got no sufficient elements to answer
- 8. In this school teachers really plan and produce innovative methodological-didactic activities aimed at children with special needs.**
- Yes**
 - Partly
 - No
 - I have got no sufficient elements to answer
- 9. During the lesson the supportive teacher is always involved in the class activites and it is considered a plus value.**
- Yes
 - Partly
 - No
 - I have got no sufficient elements to answer
- 10. In this school the supportive teacher is properly used and not be face some emergencies (substituing other teachers ...)**
- Yes
 - Partly
 - No
 - I have got no sufficient elements to answer

11. Tools in order to know if and at what extent the child with learning difficulties communicates with the other schoolmates are used

- Yes
- Partly
- No
- I have got no sufficient elements to answer

12. During the lessons the supportive teacher pays attention so that the child with special needs takes part into the lesson at his/her maximum of potentiality.

- Yes
- Partly
- No
- I have got no sufficient elements to answer

13. During the lessons alternative and functional communicative channels to the children's specific problematics are used.

- Yes
- Partly
- No
- I have got no sufficient elements to answer

14. In this school the child with special needs has to respect the timetable of the lessons and the common rules compatibly with his/her difficulties

- Yes
- Partly
- No
- I have got no sufficient elements to answer

15. In the didactic planning different cultural mediators are used (concrete, iconic, analogical, simbolic) according to the different needs of children

- Yes
- Partly
- No
- I have got no sufficient elements to answer

16. In this school the specific competences of the curricular teachers , supportive teachers, educators, assistants and not teaching staff , according to the disability topic, are valorized

- Yes
- Partly
- No
- I have got no sufficient elements to answer

17. In this school formative, informative and supportive moments are foreseen for the new operators

- Yes
- Partly
- No
- I have got no sufficient elements to answer

18. In this school, everybody takes responsibility of the organizational choices related to inclusion

- Yes
- Partly
- No
- I have got no sufficient elements to answer

19. In this school, in case of difficult communication among families, operators and supportive figures, the headmaster is willing to give help

- Yes
- Partly
- No
- I have got no sufficient elements to answer

20. In this school human resources, materials and financial supports are equally given in

- Yes
- Partly
- No
- I have got no sufficient elements to answer

21. In this school the access to spaces, facilities and materials is regulated so that every child can use it in the same way.

- Yes
- Partly
- No
- I have got no sufficient elements to answer

22. In the relationship with children with special needs' parents to know knowledges/useful information for the didactic praxis.

- Yes
- Partly
- No
- I have got no sufficient elements to answer

23. In this school all the information are given to make staff work properly

- Yes
- Partly
- No
- I have got no sufficient elements to answer

24. The school headmaster's actions are of concrete support to the process of inclusion of children with special needs.

- Yes
- Partly
- No
- I have got no sufficient elements to answer

25. In the classes didactic modalities involving all the children in tutoring, mutual help, cooperative learning, peer learning and other inclusive didactic modalities are used

- Yes
- Partly
- No
- I have got no sufficient elements to answer

26. During the didactic activity the teachers explains the motivation for some diversification in the task assigned.

- Yes
- Partly
- No
- I have got no sufficient elements to answer