

## **Appendix 3. Survey Forms**

### **3.1 Support Teachers**

### **3.2 Mainstream Teachers**

### **3.3 Parents**

### **3.4 District Superintendents**

**DEAR SUPPORT TEACHER**

Your participation in this research is very much appreciated. Would you kindly assist me by completing these few details about yourself and your class before completing your questionnaire?

Many Thanks

Checka MacLaurin

Age Range of your students \_\_\_\_\_ Number of students in your class \_\_\_\_\_

Your years in teaching \_\_\_\_\_ Your years in support teaching \_\_\_\_\_

**1. What do you feel are the advantages of an integration program  
♦ for the student with special needs?**

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**♦ for the school community?**

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**2. Who determines which students will be enrolled in your class?**

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**3. Who decides what your students will be taught and how is this determined?**

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**4. Who is responsible for monitoring and reviewing your students' placements?**

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5. What kind of support do you personally receive from the principal?

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6. How much knowledge does your principal have of the operation of the integration program in your school?

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7. Please indicate in the table below whether these members of the school community contribute to the success of an integration program and how the principal ensures the role is significant.

Role	yes/ no	How is the role supported?
Principal		
Executive (D.P., A.P. E.T.)		
Support Teacher		
Mainstream Teacher		
School Council		
District Superin- tendent		
Support Class Students		
Mainstream Class Students		

8. Please tick which of these roles is currently undertaken by your principal in relation to integration, and which roles you believe the principal should be undertaking.

ROLE	PRINCIPAL DOES	PRINCIPAL SHOULD DO
Assistance with teaching programs and program evaluation		
Assistance with student assessment and reporting		
Assistance with curriculum in special education		
Counselling students		
Teaching students in support classes		
Student reward and discipline, including suspension, exclusion and expulsion		
Interviewing parents		
Liaison with outside agencies (eg DOCS, DSS)		
Arranging Reviews and convening Review Committee meetings		
Arranging student transport , access or therapy services		
Liaison with sponsors or community "mentors" to support special education projects.		
Liaison with State Office regarding policy, staffing, planning or funding		
Preparation of submissions for integration or special education funding		
Arranging training and development for support staff in special education focus areas		
Arranging whole staff inservice regarding special education practice or curriculum		
Scheduling support staff input into whole school staff and parent training activities		
Speaking to whole school parent meetings about integration		
Counselling support staff or mainstream staff involved with integration		
Managing OH&S matters (eg staff HepB boosters) for support staff		
Medication management		
Arranging casual staff for support classes		
Organising resource sharing for support classes (eg sport, library, craft)		
Procuring special equipment or resources for support classes		



9. Please cross (X) the three (3) most important personal qualities you feel a principal should have in a school offering an integration program for students with special needs.

- ☐ kindness and consideration for staff and students
- ☐ empathy and compassion
- ☐ commitment to equal access
- ☐ high expectations for all students
- ☐ frankness and openness
- ☐ a clear vision for the school
- ☐ honesty
- ☐ fairness
- ☐ respect for staff

Other? \_\_\_\_\_

10. Please cross the 5 skills you think are essential for the principal of a school offering an integration program to have.

- ☐ financial management
- ☐ outstanding interpersonal skills
- ☐ outstanding teaching skills
- ☐ excellent written communication
- ☐ organisational skills
- ☐ conflict resolution
- ☐ counselling
- ☐ allocating resources fairly
- ☐ behaviour management

Other? \_\_\_\_\_

11. Please cross the 3 areas of knowledge you would expect the principal of a school offering an integration program to have.

- ☐ special education qualifications
- ☐ special education teaching experience
- ☐ high credibility among staff and parents
- ☐ knowledge about disability and its effect on learning
- ☐ knowledge about help agencies and their services
- ☐ knowledge of first aid and occupational health and safety
- ☐ knowledge of legal matters about disability

Other? \_\_\_\_\_

12. How much of the principal's time should be spent on integration matters each day? (For example, 1 hour, fifteen minutes)

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• Is there anything else you would like to add about the principal's role in integration at your school?

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Many Thanks for your response.

**DEAR COLLEAGUE**

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Your participation in this research is very much appreciated. Would you kindly assist me by completing these few details about yourself before completing your questionnaire?

Many Thanks  
Checka MacLaurin

Class currently taught \_\_\_\_\_ Number of children in your class \_\_\_\_\_

How often do you have contact with students with special needs? \_\_\_\_\_

How many students with special need do you have contact with? \_\_\_\_\_

1. What is the nature of your involvement with students with special needs? \_\_\_\_\_

\_\_\_\_\_

2. What additional demands does this contact place on you? \_\_\_\_\_

\_\_\_\_\_

3. What do you feel are the advantages of an Integration program

◇ for students with special needs?

\_\_\_\_\_

\_\_\_\_\_

◇ for the whole school?

\_\_\_\_\_

\_\_\_\_\_

4. Who determines which special needs students you will have involvement with?

\_\_\_\_\_

\_\_\_\_\_

5. Who decides what you will teach these students? \_\_\_\_\_

\_\_\_\_\_

6. Who has the responsibility for monitoring the progress of the special needs students with whom you have contact?

7. What kind of support do you personally receive from the principal in relation to your contact with special needs children?

8. How do the principal's knowledge and skills in the area of special education assist in the integration of students with special needs?

9. Please indicate in the table below whether these members of the school community contribute to the success of the integration program and how the principal ensures the role is significant.

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Other? \_\_\_\_\_

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