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Study on Equal Learning Opportunities for Students with Special Educational Needs under the Integrated Education System

Principal Questionnaire

The Centre for Special Needs and Studies in Inclusive Education is commissioned by the Equal Opportunities Commission to conduct a study to **investigate the equal learning opportunities for students with special educational needs (SEN) under the integrated education system.**

This questionnaire, serving as a part of data collection of the study, aims to understand the knowledge, attitude, opinion, readiness, and practice of respondents in relation to inclusive education.

You are cordially invited to participate in this survey. Please return the completed questionnaire to the research team via your school. **All personal information and data collected will be kept strictly confidential and used only for research purpose.**

Thank you for your support and participation.

Guidelines

- 1. There are no standard answers to the questions. Please answer the questions based on your own understanding and the existing situation in your school.**
- 2. Please use a dark pencil or pen to mark.**
Correct: ●
Incorrect: ⊗ ⊙ ⊚
- 3. Please erase the wrong answers completely if you want to make a change.**
- 4. It will take about 30 minutes to complete the survey.**

Personal Information

- | 1. Type of school | 2. Gender | 3. Age | 4. Qualification | 5. Qualified Teacher |
|---------------------------------|------------------------------|-----------------------------------|--|-----------------------------------|
| <input type="radio"/> Primary | <input type="radio"/> Male | <input type="radio"/> 20-29 | <input type="radio"/> Certificate or Diploma | <input type="radio"/> Yes |
| <input type="radio"/> Secondary | <input type="radio"/> Female | <input type="radio"/> 30-39 | <input type="radio"/> Degree | <input type="radio"/> In training |
| | | <input type="radio"/> 40-49 | <input type="radio"/> Master or above | <input type="radio"/> No |
| | | <input type="radio"/> 50 or above | | |

6. Qualifications in Special Education (Multiple answers are allowed)

- Professional Development Courses for Teachers (e.g. 30/60/90 hours Course in “Catering for Diverse Learning Needs”)
- Courses for Teachers of Children with Special Educational Need (TCSEN)
- Undergraduate Courses with Major or Minor in Special/Inclusive Education
- PGDE in Special Education
- Master of Education in Special Education
- Others, please specify: _____

7. Have you received special education training at the HKIED?

- Yes
- No

8. Experience as Principal:

- 5 years or below
- 6-10 years
- 11-20 years

School Information

9. Total number of all students in school: _____

Total number of teachers in school: _____

10. If your school currently include students with SEN, please indicate how many are officially identified under the following SEN categories (please include each student only once under their major SEN type).

Category	Number	Category	Number
Hearing Impairment	_____	AD/HD	_____
Visual Impairment	_____	Autism Spectrum Disorder	_____
Physical Disabilities	_____	Communication Difficulties	_____
Intellectual Disabilities	_____	Specific Learning Disabilities	_____
Emotional and Behavioural Difficulties	_____		

Total number of students with SEN in school: _____

11. In addition, approximately how many other students with SEN who are NOT officially identified does your school have? _____

12. How many teachers in your school have received the following training in inclusive education?

Type of Training	Number of Trained Teachers
Professional Development Courses for Teachers (e.g. 30/60/90 hours Course in “Catering for Diverse Learning Needs”)	_____
Courses for Teachers of Children with Special Educational Need (TCSEN)	_____
Undergraduate Courses with Major or Minor in Special/inclusive Education	_____
PGDE in Special Education	_____
Master of Education in Special Education	_____

Number of teachers NOT having received any training in inclusive education: _____

13. What type(s) of class placement has the school arranged for students with SEN?

- Try to arrange all students with SEN into the segregated resource class
- Arrange into a regular class according to their age
- Arrange into a regular class according to their ability
- Arrange into a regular class according to their type of SEN
- Arrange into the segregated resource class for core subjects (i.e., Chinese, English, and Mathematics), while arrange into a regular class for non-core subjects (according to age, ability, or type of SEN)
- Other approach, please specify: _____

14. What type(s) of services does your school provide to meet the needs of students with SEN? (Multiple answers are allowed)

- Appoint teaching assistant(s)
- Appoint supporting teacher(s)
- Write an individual Education Plan (IEP)
- Provide tutoring in learning after school hours
- Make special assessment arrangements (e.g. extra time allowance, use of computer)
- Provide parent guidance
- Provide professional therapy/counseling to students with SEN (e.g., speech therapy, psychological counseling)
- Other services, please specify: _____

15. Are you a Resource School on Whole School Approach (RSWSA)?

- Yes
- No

16. Are you a partner school with a Special School Resource Centre (SSRC)?

- Yes
- No

Part A Recognition about Inclusive Education

I believe that, in Hong Kong, inclusive education...

	Strongly Disagree	Disagree	Agree	Strongly Agree
A1.1. Provides students with SEN with equal learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A1.2. Is the human right of students with SEN to learn in regular class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A1.3. Is an embodiment of social justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A1.4. Is a symbol of civilization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A1.5. Excluding students with SEN from regular class is a discriminatory practice ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am familiar with the following in Hong Kong's context.

	Strongly Disagree	Disagree	Agree	Strongly Agree
A2.1. The main points of <i>Code of Practice on Education under the DDO</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A2.2. The main points of the <i>Indicators for Inclusion 2008: A Tool for School Self-evaluation and School Development</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A2.3. The whole-school approach for inclusive education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A2.4. The history of inclusive education in Hong Kong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A2.5. The support provided by Resource Schools on Whole School Approach (RSWSA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A2.6. The extra funding to support SEN students provided by EDB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A2.7. The support provided by Special School Resource Centres (SSRC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A2.8. Referral support for SEN students provided by the EDB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A2.9. The support for SEN students provided by the HKEAA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part B Attitude towards Inclusive Education

Do you agree that students with the following SEN should be included in regular classes?

Strongly Disagree – ①; Disagree – ②; Agree – ③; Strongly Agree – ④

Based on severity of disability, indicate your degree of consent for students to be included in regular classes

	Mild				Moderate				Severe			
B1. Students with Hearing Impairment	①	②	③	④	①	②	③	④	①	②	③	④
B2. Students with Visual Impairment	①	②	③	④	①	②	③	④	①	②	③	④
B3. Students with Physical Disabilities	①	②	③	④	①	②	③	④	①	②	③	④
B4. Students with Intellectual Disabilities	①	②	③	④	①	②	③	④	①	②	③	④
B5. Students with Emotional and Behavioural Difficulties	①	②	③	④	①	②	③	④	①	②	③	④
B6. Students with Attention Deficit and Hyperactivity Disorder	①	②	③	④	①	②	③	④	①	②	③	④
B7. Students with Autism Spectrum Disorder	①	②	③	④	①	②	③	④	①	②	③	④
B8. Students with Communication Difficulties	①	②	③	④	①	②	③	④	①	②	③	④
B9. Students with Specific Learning Disabilities	①	②	③	④	①	②	③	④	①	②	③	④

Part C Stakeholders' Attitude towards Inclusive Education

As I know, the following people believe that school should carry out inclusive education.	Strongly Disagree	Disagree	Agree	Strongly Agree
C1. The government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C2. Parents of students with SEN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C3. Parents of students without SEN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C4. Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C5. The public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part D School Policy, Practice, and Culture in My School

I believe that the following have been achieved in my school.	Strongly Disagree	Disagree	Agree	Strongly Agree
D1.1. All forms of support are coordinated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D1.2. The school makes its buildings physically accessible to students with SEN ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D1.3. The school receives adequate funding from the government to support inclusive education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D1.4. The school appropriately distributes the funding received from the government to support inclusive education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D1.5. The school provides sufficient staff development activities to help staff respond to student diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D1.6. Staff and School Management Committee work well together to cater for students' learning needs.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D2.1. Staff and students with SEN treat one another with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D2.2. Staff take care of students with SEN with a positive attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D2.3. All students are equally treated in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D2.4. Students with SEN and their non-SEN peers help each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D2.5. The school aims to minimize bullying towards students with SEN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D2.6. The staff, students, and parents share a philosophy of inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D2.7. Pastoral and behavior support policies support inclusive education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D2.8. The school strives to minimize discriminatory practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D2.9. There is a good partnership between staff and parents of students with SEN ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D2.10. The school is willing to admit students with a range of SEN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D2.11. The school makes good use of community resources to support students with SEN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D2.12. Staff collaborate with each other on educating students with SEN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D2.13. Staff use various strategies for educating students with SEN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please fill the relevant number to show your degree of consent to the following statements for students with SEN who are currently enrolled in your school. Please leave the cell BLANK if your school does not have students with this type of SEN.

HI: Hearing Impairment

ID: Intellectual Disabilities

ASD: Autism Spectrum Disorder

VI: Visual Impairment

EBD: Emotional and Behavioural Difficulties

CD: Communication Difficulties

PD: Physical Disabilities

AD/HD: Attention Deficit and Hyperactivity Disorder

SLD: Specific Learning Disabilities

Strongly Disagree – ①; Disagree – ②; Agree – ③; Strongly Agree – ④

SEN group

	HI	VI	PD	ID	EBD	AD/HD	ASD	CD	SLD
In my school, I believe that in general the following have been achieved.									
D3.1. Staff modify the curriculum to meet the needs of students	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D3.2. Lessons are planned in response to student diversity	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D3.3. The school arranges teaching groups so that students are valued	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D3.4. Teachers are concerned to support the learning of students	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D3.5. Teaching assistants are concerned to support the learning of students	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D3.6. Lessons are made accessible to students	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D3.7. Students learn collaboratively	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D3.8. The school adjusts assessment to meet the needs of students	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D3.9. Staff have sufficient professional knowledge to support the learning of students	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D3.10. Lessons enhance all students in understanding individual differences	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④

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AD/HD: Attention Deficit and Hyperactivity Disorder

SLD: Specific Learning Disabilities

Strongly Disagree – ①; Disagree – ②; Agree – ③; Strongly Agree – ④

SEN group

	HI	VI	PD	ID	EBD	AD/HD	ASD	CD	SLD
In my school, I believe that in general students with SEN...									
D4.1. Performances in examinations meet my expectation	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D4.2. Grasp a range of learning skills (e.g., note-taking, problem-solving)	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D4.3. Understand what the teacher is teaching in the classroom	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D4.4. Learn on their own	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D4.5. Are motivated to learn	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D4.6. Can develop his/her multiple intelligences	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D4.7. Participate in extracurricular activities	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D4.8. Participate in public and inter-school activities	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D4.9. Have a social circle of friends	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D4.10. Socialize with non-SEN students	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D4.11. Get on well with non-SEN students	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D4.12. Are willing to go to school on time	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D4.13. Feel happy in school	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D4.14. Concentrate on learning in class	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D4.15. Do not disturb classmates' learning	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
D4.16. Possess positive self-concept	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④

To support inclusive education, I believe that the training of the following people in my school is sufficient.

	Strongly Disagree	Disagree	Agree	Strongly Agree
D5.1. Principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D5.2. Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D5.3. Teaching assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D5.4. Administrative staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D5.5. Professionals (e.g., social worker, counselor, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part E Intention towards Inclusive Education

As a principal, I expect my teachers to ...

	Strongly Disagree	Disagree	Agree	Strongly Agree
E1. Encourage students with SEN to participate in all social activities in the regular classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E2. Adapt the curriculum to meet the individual needs of students regardless of their abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E3. Include students with a severe disability in the mainstream class, if provided with the necessary support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E4. Improve the school environment to include students with SEN in the mainstream class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E5. Adapt communication techniques to ensure that students with SEN can be included in the mainstream class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E6. Adapt assessment of individual students to ensure that inclusive education can take place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part F If you have any suggestions or opinions in relation to inclusive education and/or support to students with SEN, please specify.

Thank you for your support!

The completion and submission of the questionnaire confirms agreement to participate in this study.