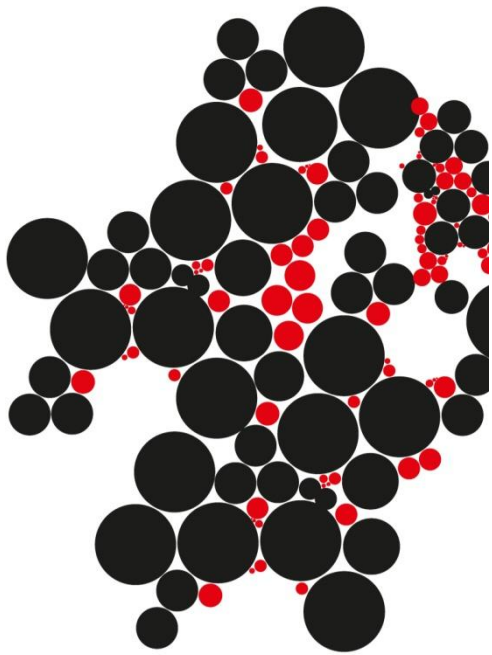


Master Thesis



ENABLING PARTICIPATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN INCLUSIVE EDUCATION IN THE NETHERLANDS

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PREFACE

This master thesis is the result from a cooperation between the programme Health Science of the University of Twente and expert group child & youth of Zuyd University Heerlen.

I would like to thank my supervisors from the University of Twente, Dr. M. Boere-Boonekamp and Dr. H. Vondeling, and from Zuyd University, B. Piskur and R. Jansens for their professional advice and assistance. Especially the whole expert group child & youth of Zuyd University provided great support. Further, I would like to thank my family and friends for their encouragement and support during this period.

ABSTRACT

Purpose: In the Netherlands, *the wet passend onderwijs* (act on inclusive education) will be released in august 2014 and it provides students with special educational needs with the opportunity to participate in regular education. However, participation in regular education may be more difficult for children with disabilities because they may experience limitations in cognitive, communicative, and physical functioning or barriers in their physical or social environment. There is varying evidence about the effectiveness of including students with special educational needs in regular education. Researchers intend to find out whether children with special needs profit from inclusive education in terms of academic achievements, psychosocial development, development of friendships with typically developing peers and general participation in school. It is not yet apparent which factors actually have a positive influence on the successful inclusion of students with special educational needs and how inclusive education can be implemented properly. Additionally, whether inclusive education is seen as a success may also depend on the perception of different stakeholders involved. This study intends to identify strategies and tools which are associated with successful participation of children with a disability in mainstream education in the view of different stakeholders.

Method: The Delphi method has been used as a method for data collection in this study. 19 different stakeholders participated in the study, namely occupational therapists, teachers of regular and special education primary schools, parents and an ambulant coach. Two interview rounds have been conducted, each interview consisted of closed- and open ended questions and two alignment questions. After each round it has been assessed whether consensus between the participants has been achieved. For the alignment questions, Kendall's W of concordance has been calculated to assess the level of agreement between participants.

Results: After completion of the second Delphi round, 86% of all closed ended questions asked in the questionnaires achieved consensus. Further, both alignment questions achieved consensus with Kendall's W of concordance for the strategies $W = 0,82$ and for the tools $W = 0,78$; with a threshold of strong agreement at $W = 0,7$. In the view of the stakeholders, the strategy "*Educating children with or without disabilities and facilitating*

interaction with peers” and the tool “*chair & table*” are most important to enable participation in regular education.

Conclusion: In the opinion of the stakeholders there are many strategies which can enable participation for children with special educational needs in regular education. Especially occupational therapists assessed the use of strategies generally as more important than the use of tools. In the opinion of the stakeholders it is very important that teachers adapt their learning instructions and modify their teaching practice in general in order to achieve participation of children with special educational needs in regular education. Further, a good cooperation between stakeholders is seen as essential. However, before implementing a specific strategy or tool in a class the individual circumstances always have to be considered. Not every strategy or tool matches the needs of each child. The abilities and needs of the individual child should be addressed by a matching strategy or tool.

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1. INTRODUCTION

Including students with special needs in regular education has increasingly been in the focus of policy making of many countries the recent years. Especially the *United Nations Educational, Scientific and Cultural Organization* (UNESCO) actively promoted inclusive education (Mitchell, 2010). UNESCO defines inclusive education as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education” (UNESCO, 2003). In the Netherlands, *the wet passend onderwijs* (act on inclusive education) will be released in august 2014 (Ministerie van OCW, n.d.) and it provides students with special educational needs with the opportunity to participate in regular education.

An increasing number of parents with a child with a disability nowadays opt for regular education because they hope that their child will have academic advantages and will be able to build up relationships with typically developing peers (Koster, Pijl, Nakken, & van Houten, 2010).

However, participation in regular education may be more difficult for children with disabilities because they may experience limitations in cognitive, communicative, and physical functioning or barriers in their physical or social environment (Law, et al., 2006). They tend to participate less often in activities compared to children without a disability (Bult, Verschuren, Jongmans, Lindeman, & Ketelaar, 2011) and they feel often socially isolated and have less friends (Koster, Pijl, Nakken, & van Houten, 2010). Therefore, children with disabilities and special educational needs need more support in enabling participation.

Further, there is varying evidence about the effectiveness of including students with special educational needs in regular education. Researchers intend to find out whether children with special needs profit from inclusive education in terms of academic achievements, psychosocial development, development of friendships with typically developing peers and general participation in school.

In his report, Mitchell (2010) concludes that studies on the effectiveness of inclusive education either show positive effects or no differences for inclusion. For example, Peetsma, Vergeer, Roeleveld, & Karsten (2001) report that pupils with mild cognitive impairments in regular education made more progress in academic performance

compared to pupils in special education. Further, several studies found that the proportion of disabled students in a classroom does not lower the academic performance of non-disabled peers (Mitchell, 2010).

However, there can be a great variability in academic performance and psychosocial development of students in both, regular and special schools (Karsten, Peetsma, Roeleveld, & Vergeer, 2001). All school types can apparently have students with special educational needs who perform well in school or who make only little progress. Research has also shown that including children with special educational needs in regular education does not automatically lead to more friendships with typically developing peers (Koster, Pijl, Nakken, & van Houten, 2010).

These findings suggest that the success of inclusive education may depend on various determinants. Additionally, whether inclusive education is seen as a success may also depend on the perception of different stakeholders involved. Teachers may have a different opinion on success factors than for example parents. In the view of parents it may be more important that their child can develop friendships with typically developing peers whereas teachers may find academic success especially important.

It is not yet apparent which factors actually have a positive influence on the successful inclusion of students with special educational needs and how inclusive education can be implemented properly (Lindsay, 2007).

1.1. BACKGROUND OF THE STUDY

Zuyd University in Heerlen, the Netherlands, is an University of Applied Sciences which consists of ten different faculties, of which one is the faculty of Health Care. Six different research centres are associated with the faculty of Health Care. The goal of the research centres is to facilitate collaboration between the University and the working environment (Zuyd Hogeschool, 2014). One of these research centres is research centre on Autonomy and Participation & Technology and Care.

Expert group Child & Youth of Zuyd University, Heerlen, and research centre on Autonomy and Participation & Technology and Care work with several stakeholders like parents, primary school teachers, directors, teacher assistants, occupational therapists, and researchers in a community of practice to develop tools to facilitate participation of children with a disability in regular education. The group has chosen the intervention

mapping approach of Bartholomew, Parcel, Kok, & Gottlieb (2006) as a method to guide their research process.

In the first step of the intervention mapping approach, which consists of a needs assessment to assess the health problem, a scoping review study has been conducted by the expert group Child & Youth which aims to map what is known in literature about strategies and tools to facilitate participation of children with a disability in mainstream education. The findings from the scoping review served as a starting point for this research.

1.2. RESEARCH QUESTION

The objective of this study was to identify determinants which are associated with the successful participation of children with a disability in mainstream education and how their participation can be optimized. Based on this objective, the following research question has been formulated:

Which important determinants, identified in the needs assessment, are associated with the successful participation of children with a disability in mainstream education in the Netherlands in the view of relevant stakeholders?

“Participation”, is defined in the International Classification of Functioning, Disability and Health (WHO, 2002) as “involvement in a life situation” (WHO, 2002). Successful participation refers to whether children with special educational needs profit from inclusive education in terms of academic achievements, psychosocial development, development of friendships with typically developing peers and general participation in school. Further it refers to reducing physical barriers in school.

A determinant is defined as “a factor which decisively affects the nature or outcome of something” (Oxford Dictionaries, 2014).

To answer the research question, the following sub- questions have been formulated:

- Which strategies and tools are, in the opinion of the different stakeholders, most important to enable participation of children with a disability in regular education in the Netherlands?

- Do stakeholders who belong to different disciplines also have different perceptions on the outcomes which are associated with the successful participation of children with a disability in regular education in the Netherlands?
- Which changeable determinants need to be formulated to optimize participation in mainstream education and to implement the different strategies and tools that are considered as successful in increasing the participation of children with a disability in regular education in practice?

A strategy has been defined as a careful plan to achieve a particular goal and which is an active process. A tool is defined as a device that aids in accomplishing a specific task.

2. METHODS

In the following section, the methods which have been used in this research will be explained. First, the theoretical framework will be explained, which serves also as background and gives an overview of the research which already has been conducted before the onset of this study.

Section 2.2. will elaborate on the research design and method for data collection.

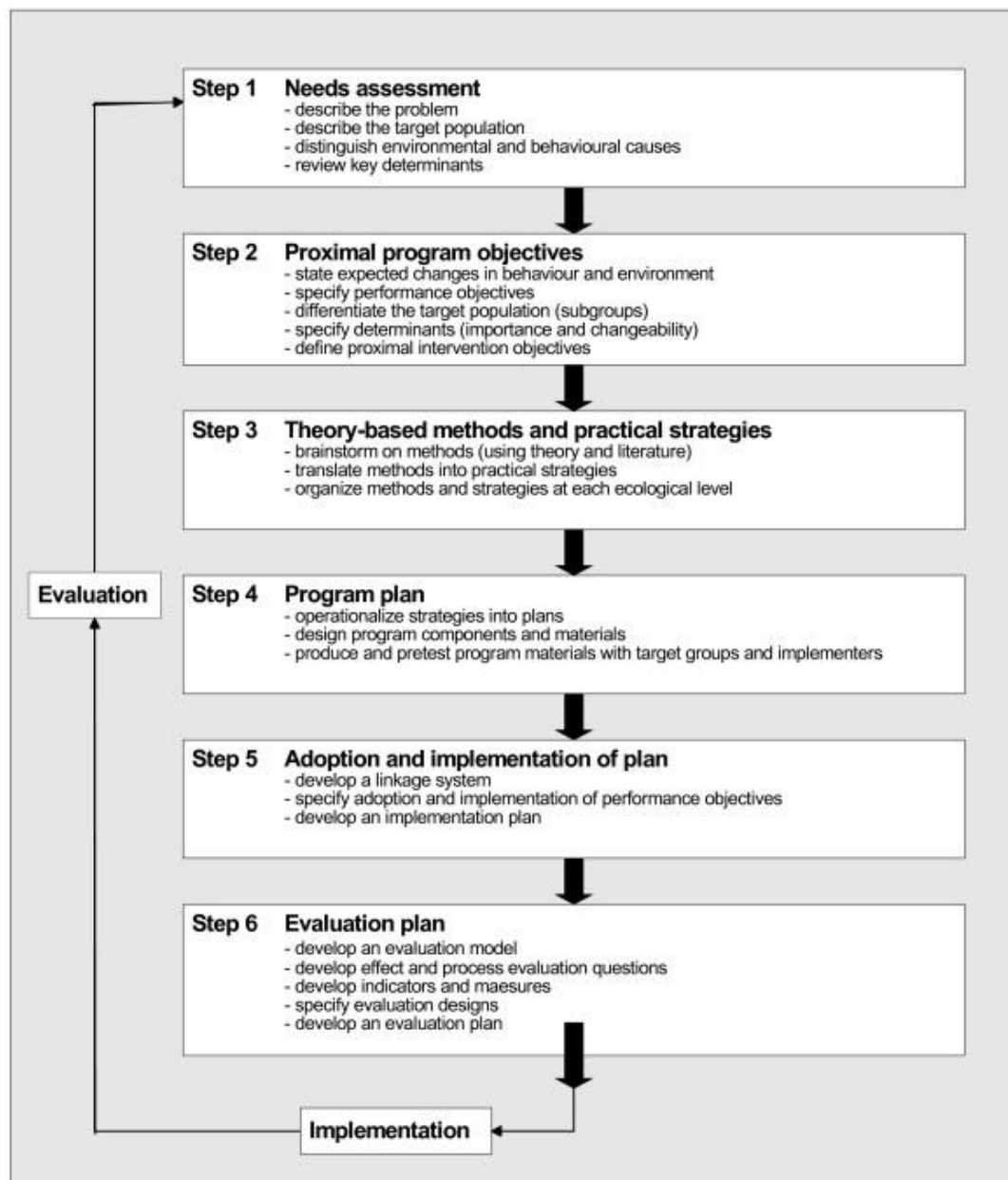
2.1. THEORETICAL FRAMEWORK

The intervention mapping approach of Bartholomew, Parcel, Kok, & Gottlieb (2006) has been chosen as a method to guide the community of practice process of Expert group Child & Youth of Zuyd University, Heerlen. This approach can be used as a framework for decision making for planning, implementation and evaluation of health promotion programmes (Bartholomew, Parcel, Kok, & Gottlieb, 2006). It consists of six steps, which are part of an iterative process (Bartholomew, Parcel, Kok, & Gottlieb, 2006). By using these steps as a guideline, planners are helped with the “identification of behavioural and environmental determinants related to a target health problem and with the selection of the most appropriate methods and strategies to address the identified determinants” (Bartholomew, Parcel, Kok, & Gottlieb, 2006, p. 30).

The following figure gives an overview of the steps of the intervention mapping approach (Bartholomew, Parcel, Kok, & Gottlieb, 2006).

Figure 1 *steps of the intervention mapping process*

(retrieved 6.6.14 from <http://www.implementationscience.com/content/6/1/47/figure/F1>)



As part of the needs assessment, which is step one in the intervention mapping approach, a scoping review study has been conducted by the expert group Child & Youth of Zuyd University, Heerlen. It aims to map what is known in literature about strategies and tools to facilitate participation of children with a disability in mainstream education. The methodological framework of Arksey & O'Malley (2005) has been used to conduct the study. Scoping studies are described as a "rigorous and transparent method for

mapping areas of research” (Arksey & O'Malley, 2005, p. 30). The scoping review, conducted by the expert group Child & Youth, finally included 30 articles. It resulted in a list of interventions, strategies and tools which may facilitate children's participation in school. This list comprised five interventions, nine strategies (with each a various amount of sub- strategies) and two tools (again with a various amount of sub- categories of tools).

In the scoping review, an intervention has been defined as a set of strategies, which has a name and has a clear description of its approach. An example for an intervention which has been identified in the scoping review is the *“P4C- Partnering for Change Intervention: An innovative school-based occupational therapy service delivery model for children with developmental coordination disorder”* (Missiuna, et al., 2012).

Further, a strategy has been defined as a careful plan to achieve a particular goal and which is an active process. An example for a strategy which has been formulated for the needs assessment is *“setting appropriate learning goals in cooperation with the student”*.

A tool is defined as a device that aids in accomplishing a specific task. An example are assistive devices, such as a *stability ball* (Fedewa & Erwin, 2011).

2.2. RESEARCH METHODS

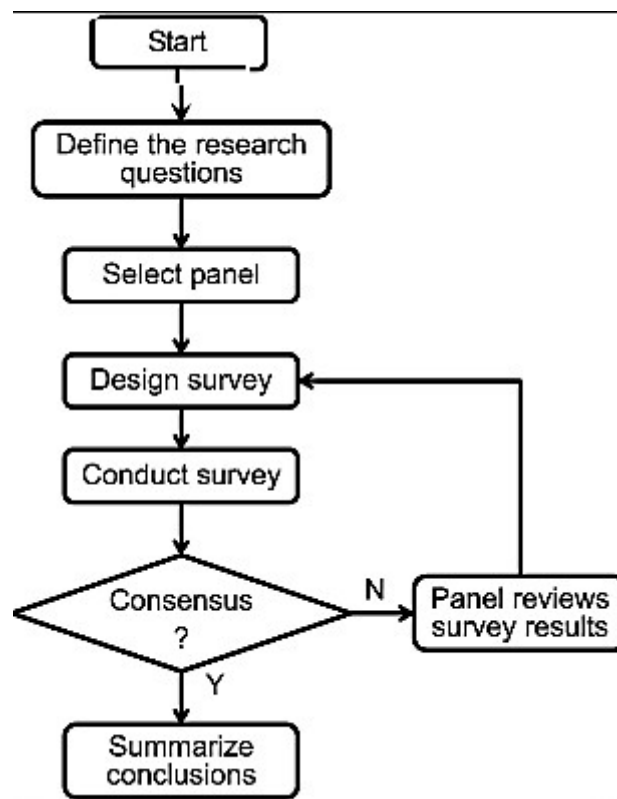
In this research, qualitative methods have been used as a framework. They can be used to understand “how individuals or groups perceive and operate in a particular environment” (Bridges, 2003, p. 215) and to develop theories inductively (Coast, 1999). Coast describes the strength of qualitative research as the “ability to aid understanding, provide explanations and explore issues, particularly those of a complex nature” (Coast, 1999, p. 347).

The Delphi method has been used as a method for data collection in this study. Since the development of the method in the 1960s, it has been used extensively, especially in the field of health sciences (Gordon, n.d.). It is defined as “a social research technique whose aim is to obtain a reliable group opinion using a group of experts” (Landeta, 2005, p. 468).

The Delphi method can be seen as a controlled debate among a group of experts and uses sequential questionnaires. The following figure displays the process of this Delphi-study.

Figure 2 *process of a Delphi- study*

(retrieved 6.6.14 from <http://www.mortech-llc.com/>)



The Delphi- method has several advantages which makes it suitable as a method for this study.

As the participants do not meet physically during the different rounds, they are able to present and react to the ideas and answers of others unbiased, because of the lack of group pressure (Hasson, Keeney, & McKenna, 2000). This phenomenon is seen as a key advantage of the method (Okoli & Pawlowski, 2004). Also, the opinions of all participants are part of the final answer and are formulated in a way that they can be processed quantitatively and qualitatively (Landeta, 2005).

Non-response in Delphi studies is typically very low because participants often gave personally assurances of participation (Okoli & Pawlowski, 2004). The same holds for attrition, because there is more personal contact between researcher and participant, researchers can easily talk with the dropouts (Okoli & Pawlowski, 2004).

In his study, Landeta (2005) was able to confirm that the Delphi method is still a valid method for forecasting and decision making. He states that an effective Delphi study can

“achieve relatively high levels of reliability and validity for a technique of these characteristics” (Landeta, 2005, p. 480)

2.2.1. SELECTION OF THE SAMPLE & INFORMED CONSENT

Purposive sampling has been applied as a sampling technique. This technique has been considered as most appropriate to answer the research question and to find experts who can contribute valuable ideas to the panel. This sampling technique is very common for Delphi studies (Hasson, Keeney, & McKenna, 2000) as the Delphi technique has to depend on the knowledge of the experts.

The selection of the panel is considered as a crucial point in a Delphi study because it affects the validity of the study and the non-response and drop- out rate (De Villiers, De Villiers, & Kent, 2005). To reduce non- response and drop- out rate, Gordon (n.d.) and Landeta (2005) highlight that the experts who participate in the Delphi study should be able to contribute valuable ideas and should be highly motivated.

Required disciplines for this research have been identified in discussion with the expert group child & youth of Zuyd University.

It has been decided that the panel should consist of a multidisciplinary expert group. A panel consisting of different disciplines will be more likely to be able to contribute ideas and perceptions from various points of view than a panel which consists only of experts from the same discipline. The final sample should approximately consist of the same group size of each discipline, so that disciplines are equally distributed over the sample. Further, the experts should ideally come from different parts of the Netherlands to take eventual regional differences in account. This may increase the generalisability of the results.

Finally, it has been decided to ask people from the following disciplines for participation:

- Teachers of regular primary schools
- Teachers of special education primary schools
- Parents of children with no special educational needs (children aged 4-12 years)
- Parents of children with special educational needs (children aged 4-12 years)
- Occupational therapists
- Headmasters of primary schools (regular & special education)

- Internal Coach (in Dutch: interne begeleider)
- External Coach (in Dutch: externe begeleider)
- Ambulant coach (in Dutch: ambulant begeleider)
- Civil servants who work in the field of regular and special education

It has been decided to not include children into the sample. Children may not be able to understand the questionnaires to a full extend. Further, earlier research (conducted by Lenssen, van der Broeck & van Wissen as a bachelor thesis) has already explored the needs of the children regarding inclusive education.

The members of expert group child & youth of Zuyd University have been asked to function as gatekeepers to identify and contact those people who have knowledge of the research topic and may be able to contribute knowledge and ideas to the survey.

This stage of the research process, the selection of the sample, is often seen as crucial and difficult in Delphi studies, as it is important to have enough and competent participants (Hasson, Keeney, & McKenna, 2000; Landeta, 2005). The gatekeepers can help to contact potential participants personally, which may increase the likelihood of participation and the response rate (Hasson, Keeney, & McKenna, 2000).

Considering the sample size, it is suggested that the panel of experts should not be smaller than 15 participants or greater than 30 participants (De Villiers, De Villiers, & Kent, 2005). There is evidence that a panel greater than 30 participants does not contribute to better results and there is the possibility of lower response rates (De Villiers, De Villiers, & Kent, 2005).

For this study, 40 experts have been asked to be part of the panel. After individuals have been asked to participate by the gatekeepers, they received an e-mail with information about the study and they were asked for informed consent.

Of the 40 experts, 19 agreed to participate in the study and signed the form for informed consent. The following table gives an overview of the distribution of the disciplines in the final sample.

Table 1 *Participating disciplines*

Discipline	Number of participants
Occupational Therapist	5
Teacher of regular primary school	4
Teacher of special education primary school	4
Parents of children with no special educational needs	1
Parents with children with special educational needs	4
Ambulant coach	1

2.2.2. DEVELOPMENT OF QUESTIONNAIRE

The basis of all questionnaires have been the results of the scoping review, conducted by expert group child & youth of Zuyd University. In the scoping review, interventions, strategies and tools have been identified which may help to increase participation of children with special educational needs in regular education. It has been decided to not include questions about the interventions into the questionnaires. To evaluate these interventions, which are often interventions that only occupational therapists can apply, asks very specific knowledge from the experts. Most participants of the study, like parents or teachers are likely not to have any knowledge on these interventions and may therefore not be able to answer any questions on this topic.

Therefore, the questionnaires focused only on the strategies and tools.

All questionnaires have been developed with the software “LimeSurvey”. The University of Twente has a license for this software and by that it was ensured that all data can be saved safely on a special server.

2.2.2.1. the first questionnaire

The first questionnaire collected quantitative and qualitative comments on the strategies and tools, identified in the scoping review. All questionnaires were translated into Dutch because it has been considered that in doing so the participants would be better able to understand and answer the questions properly.

The questionnaire consisted of 50 closed- ended questions, 2 questions asked for an alignment and 4 questions were open- ended questions. The first part of the questionnaire consisted of a list of the different strategies. 8 strategies have been included into the questionnaire, each of them with also a varying amount of sub-strategies.

The 8 main strategies were:

1. *Empowering and educating parents and other adults*
2. *Educating children with or without disabilities and facilitating interaction with peers*
3. *Educating children with or without disabilities in using strategies*
4. *Altering, adapting or mediating the social and physical environment*
5. *Altering, adapting or mediating the learning environment*
6. *Building relationships between occupational therapist and school*
7. *Exploiting opportunities for children with or without disabilities*
8. *Providing and creating a supportive basis by policymakers and administrators*

The participants have been asked to score each sub- strategy on a five- point scale in terms of importance for increasing participation of children with special educational needs in regular education. Additionally, they could answer with “non- applicable”.

After that, they could add strategies that were not included in the previous section and describe them.

In the last question of this part, participants have been asked to align the 8 strategies in terms of importance. Further, they had the possibility to explain reasons for their choice of alignment.

The second part of the questionnaire is comparable with the first part, only that participants were asked the same questions on the tools.

In the last part of the questionnaire, participants have been asked to mention their discipline. The first questionnaire can be found in appendix 1.

2.2.2.2. the second questionnaire

The second questionnaire was based on the results from the first Delphi- round. Questions which achieved no consensus in the first round have been formulated in a different way for the second round and participants were thus able to revise their opinion on these questions. Former questions have been transformed into position-statements. Participants could choose then on a five- point scale their level of agreement to the statement. To answer “non- applicable” was also an option.

Further, the answers of the open ended questions of the first questionnaire have been formulated into closed- ended questions for the second questionnaire. In doing so, participants have been enabled to react on the opinions and suggestions of the other participants and could agree or not agree on these.

The last question was an open ended question where participants were asked to give suggestions for a proper implementation of strategies or tools in practice.

In total, the second questionnaire consisted of 24 questions, of which one was open-ended and 2 questions asked for an (optional) alignment.

The second questionnaire can be found in appendix 2.

2.2.3. VALIDATION OF QUESTIONNAIRE

The questionnaire has been tested by two parents, two occupational therapists and one education consultant who are members of expert group child & youth of Zuyd University with the intention to find out if all questions are clear and understandable. After that, a few alterations to the questionnaire have been made.

2.2.4. DISTRIBUTION OF QUESTIONNAIRE

The questionnaires have been distributed to the participants via e- mail. The participants have been asked to fill in the form within one week to speed up the research process and to ensure a low drop- out rate. A reminder has been sent to the participants after 5 days.

2.2.5. DATA ANALYSIS

It has been planned to conduct three Delphi rounds. There is evidence that consensus is achieved on 97% of the items posed after the third round (De Villiers, De Villiers, & Kent, 2005).

With regard to the research question it has been considered as especially important to achieve consensus on the alignment- questions in order to assess which strategies and tools are considered most important to the stakeholders.

Data have been analysed quantitatively and qualitatively. To analyse the questions where participants had to align strategies and tools in terms of importance, Kendall's W coefficient of concordance has been used to measure whether consensus has been reached. This measure is also recommended by Okoli & Pawlowski (2004). The value of W will range between 0 and 1. 0 indicates no consensus and 1 perfect consensus. The threshold for strong agreement is a value of 0.7 (Okoli & Pawlowski, 2004).

The questions where participants had to determine the importance of a strategy or tool have been analysed by looking at the distribution of the given answers. The answer possibilities, which ranged from "very important" to "not important", respectively "not-applicable", have been clustered by pairs of two. If more than 75% of the answers fell into one cluster it has been considered as consensus. This type of data analysis is common for Delphi studies, it is for example also used in the study of Syed, Hjarnø and Aro (2008). Further, a text analysis of the qualitative data has been conducted.

Data have been analysed with the softwares Microsoft Excel and SPSS.

3. RESULTS

3.1. RESULTS FIRST QUESTIONNAIRE

Of the 19 experts who were willing to participate in the study, 17 filled in the first questionnaire. Two parents of children with special educational needs dropped out of the study because they found the terminology of the questions too difficult to understand and they felt they could not contribute enough valuable knowledge and ideas.

After this first round of the study, of the 50 closed- ended questions, 37 achieved consensus.

In most of the questions, over 80% of the answers fell into one cluster. Almost all strategies have been assessed as either “very important” or “important” to increase participation of children with special educational needs in regular education.

3.1.1. QUESTIONS ON STRATEGIES

There were some strategies which were seen as specifically important to increase participation of children with special educational needs in regular education. 70% or more of the participants assessed a strategy as “very important” or “important”.

The following table will give an overview of these strategies and their sub- categories.

Table 2 overview of strategies which were seen as specifically important (first questionnaire)

Strategy - Sub- category	Results of assessment					
	Very important	Important	Moderately important	Less important	Not important	Not-applicable
empowering and educating parents and other adults - <i>facilitating cooperation between school and home</i>	71%	29%	0%	0%	0%	0%
educating children with or without disabilities in using strategies - <i>educating children in</i>	12%	76%	12%	0%	0%	0%

<i>using self-management strategies</i>						
altering, adapting or mediating the learning environment						
- <i>modify the teaching practice to target the individual student's needs</i>	71%	29%	0%	0%	0%	0%
- <i>adapting instructions (using varying examples of support, examples and common language)</i>	76%	12%	0%	6%	0%	6%
- <i>instructing and providing information to the teacher</i>	76%	24%	0%	0%	0%	0%
- <i>providing novel, interesting tasks with active (motor) involvement to the child to increase engagement and academic performance</i>	70%	18%	6%	0%	0%	6%
building relationships between occupational therapist and school						
- <i>assist teachers in the problem solving process</i>	71%	29%	0%	0%	0%	0%
exploiting opportunities for children with or without disabilities						
- <i>develop a balance between providing and receiving help</i>	71%	29%	0%	0%	0%	0%

As this table shows, participants found the sub- categories of strategies “adapting instructions” and “instructing and providing information to the teacher” especially important to enable participation of children with special educational needs in regular education. 76% of participants assessed these sub- categories as “very important”.

Further, most sub- categories in this table have been assessed by the participants as either “very important” or “important”.

However, there were also several sub- categories of strategies which the experts found less important (less than 75% of the answers fell into one cluster) to increase participation of children with special educational needs in regular education or experts had diverse opinions on a sub- category. The following table will give an overview of these strategies and sub- categories.

Table 3 overview of strategies which were seen as less important or created diverse opinions (first questionnaire)

Strategy - Sub- category	Results of assessment					
	Very important	Important	Moderately important	Less important	Not important	Not-applicable
empowering and educating parents and other adults - <i>in finding information on environmental modification</i>	24%	47%	29%	0%	0%	0%
educating children with or without disabilities in using strategies						
- <i>creating supportive peer networks</i>	12%	53%	35%	0%	0%	0%
- <i>using peer coaching</i>	12%	41%	41%	6%	0%	0%
altering, adapting or mediating the learning environment						
- <i>determining school wide rules</i>	35%	35%	30%	0%	0%	0%
- <i>considering reducing adult assistance</i>	12%	41%	29%	18%	0%	0%
- <i>Allowing the student to preview information or activities (priming)</i>	12%	35%	23%	18%	0%	12%
- <i>Facilitating the generalisation and maintenance of behaviour in the absence of direct supervision</i>	23,5%	47%	23,5%	0%	0%	6%

building relationships between occupational therapist and school - <i>Using “lunch and learn sessions” (therapy in school but not during classes)</i> -	6%	59%	29%	6%	0%	0%
Providing and creating a supportive basis by policymakers and administrators	18%	35%	23%	18%	0%	6%

As the table above shows, participants rated especially the strategy “providing and creating a supportive basis by policymakers and administrators” as low in importance compared to other strategies. Only 18% of participants assessed this strategy as “very important” and 35% assessed it as “important”. Hence, compared to other strategies and sub- categories this strategy was rated less important.

Further, participants had various opinions on the sub- categories “considering reducing adult assistance” and “allowing the student to preview information or activities (priming)”. There was no agreement yet on the issue of importance for enabling participation.

In the questionnaire, participants had the possibility to suggest other strategies than those already mentioned in the first questions. Six participants used this option.

A teacher of a regular primary school suggested that teachers should get more professional steering and support when a child with special educational needs needs to be integrated into class. At the moment, teachers would think of this situation as special and rare and feel this situation is difficult to manage.

Another teacher of a regular primary school mentioned that a teacher assistant should be integrated into daily class routine. That would give the teacher additional support.

In the opinion of the ambulant coach it is important that also the head of school is involved into the whole process of integrating a child with special educational needs into a regular primary school.

Finally, an occupational therapist emphasized that the use and success of a specific strategy depends on the needs of the individual child. The strategy should match the

development and possibilities of the child. To assess these possibilities, the teacher should ask other professionals. After that, teacher, child and parents should be coached to use fitting strategies in daily life situations.

The strategies which have been mentioned by participants have been reformulated as a position statement and in the second questionnaire participants have been asked to state their level of agreement on those strategies.

3.1.2. QUESTIONS ON TOOLS

In the next part of the questionnaire, participants were asked to assess the importance of various tools. The following two tables will give an overview of tools that have been assessed as important and of tools which have been assessed as less important or participants had various opinions on these tools.

Table 4 overview of tools which were seen as specifically important (first questionnaire)

Tool	Results of assessment					
	Very important	Important	Moderately important	Less important	Not important	Not-applicable
- Chair & table	47%	47%	6%	0%	0%	0%
- Computer software	41%	47%	6%	6%	0%	0%

Table 5 overview of tools which were seen as less important or created diverse opinions (first questionnaire)

Tool	Results of assessment					
	Very important	Important	Moderately important	Less important	Not important	Not-applicable
- Stability ball	12%	29%	47%	12%	0%	0%
- Computer games	6%	41%	29%	24%	0%	0%

The tables show that especially the “chair& table” has been assessed as an important tool to enable participation in the classroom. 47% of participants assessed this tool as either “very important” or “important”. In contrast, participants had different opinions on the importance of the use of a “stability ball” in the classroom. Most participants (47%) found this tool only “moderately important”.

The participants had also the possibility to suggest additional tools in an open ended question. Again, six participants used this option. Several participants mentioned schedules and agendas as tools for creating an overview of the daily activities in class. Another tool that has been suggested by several participants was material to foster

motor development of children. An occupational therapist mentioned the use of little movement games in class for all children to foster motor functions and to improve concentration.

The ambulant coach proposed the use of screens on the table to create a learning environment with few triggers.

Also the tools which have been mentioned by participants have been reformulated as position statements and in the second questionnaire participants have been asked to state their level of agreement on those tools.

3.1.3. ALIGNMENT QUESTIONS

In the questionnaire, participants have been asked to align strategies and tools in terms of importance. An aim of this study was to figure out which of the strategies and tools, found in the scoping review, are seen as most important to stakeholders.

Kendall's W of concordance has been calculated for both alignment questions in this first questionnaire. For the alignment of strategies, $W = 0,39$. With a threshold of strong agreement at $W = 0,7$ this means that there was not yet consensus between the participants on the alignment of strategies.

For the alignment of tools, W has been calculated with a result of $W = 0,68$. This implies a result very near to the threshold of strong agreement, but again consensus was not yet achieved.

A preliminary alignment has been set up for both, strategies and tools, based on the given answers from the first questionnaire and has been fed back to the participants in the second questionnaire.

3.2. RESULTS SECOND QUESTIONNAIRE

After the results of the first questionnaire had been analysed, a second questionnaire has been compiled in order to achieve agreement between the experts on more questions, especially on the alignment questions. Further, experts had now the possibility to react on the suggestions which have been proposed by several experts in the first questionnaire.

The 17 remaining experts received the second questionnaire and all 17 experts filled it in, so there were no drop-outs in the second round of this Delphi study.

Of the 21 questions on position statements, 14 achieved consensus between the experts. Further, both alignment questions achieved consensus.

3.2.1. QUESTIONS ON STRATEGIES

Also in the second Delphi round there were some strategies which were seen as specifically important (75% or more of the answers fell into the completely agree/ agree cluster) to increase participation of children with special educational needs in regular education.

The following table will give an overview of these strategies and their sub- categories.

Table 6 overview of strategies which achieved a high level of agreement (second questionnaire)

Strategies - Statement	Results of assessment					
	Completely agree	agree	partially agree	disagree	strongly disagree	not applicable
Educating children with or without disabilities and facilitating interaction with peers						
- <i>In my opinion it is important that children with or without disabilities receive help to create supportive peer networks.</i>	53%	35%	12%	0%	0%	0%
- <i>In my opinion it is important that children use coaching. This enables</i>	29%	47%	18%	0%	0%	6%

<i>interaction at school.</i>						
Altering, adapting or mediating the learning environment - <i>In my opinion it is important to determine school- wide rules which hold for everyone.</i> - <i>In my opinion it is important that children learn to maintain behaviour also in the absence of direct supervision.</i>	53%	35%	12%	0%	0%	0%
	59%	29%	12%	0%	0%	0%
Strategies, proposed by participants in the first questionnaire - <i>In my opinion it is important that teachers receive more professional steering and support.</i> - <i>In my opinion it is important that the head of school is involved in the integration of children with disabilities in a regular primary school.</i> - <i>In my opinion the presence of a teacher assistant is important.</i>	65%	29%	6%	0%	0%	0%
	65%	35%	0%	0%	0%	0%
	35%	59%	6%	0%	0%	0%

53% of the experts completely agreed to the statement “it is important that children with or without disabilities receive help to create supportive peer networks”. Another 35% agreed to this statement. The statement “it is important to determine school- wide rules which hold for everyone” provided the same results.

It is obvious that 65% of the respondents found it important that teachers receive professional steering and support. Again 65% of the respondents completely agreed with the statement “it is important that the head of school is involved in the integration of children with disabilities in a regular primary school”. The other 35,% agreed with

this statement. Both statements have been suggested by experts during the first Delphi round.

The next table will give an overview of strategies which created more diverse opinions among the experts (less than 75% of the answers fell into one cluster).

Table 7 overview of strategies which achieved a low level of agreement or created diverse opinions (second questionnaire)

Strategies - Statement	Results of assessment					
	Completely agree	agree	partially agree	disagree	strongly disagree	not applicable
Altering, adapting or mediating the learning environment - <i>In my opinion it is important to reduce adult assistance. Children should support each other more often.</i>	0%	35%	29,5%	29,5%	6%	0%
Building relationships between occupational therapist and school - <i>In my opinion it is important that therapy also takes place at school but outside the class-room (lunch and learn sessions).</i>	18%	47%	23%	12%	0%	0%
Providing and creating a supportive basis by policymakers and administrators - <i>In my opinion it is important that policymakers and administrators are involved in enabling participation at school.</i>	6%	41%	29%	18%	6%	0%

Strategies, proposed by participants in the first questionnaire						
- In my opinion it is important to ensure a trigger-less learning environment.	17%	47%	12%	12%	6%	6%

Experts had divergent opinions on the question whether to reduce adult assistance on school. Only 35% agreed that this is an important strategy. 29% partially agreed, again 29% disagreed to this statement and 6% even completely disagreed. Further, many experts considered the involvement of policymakers and administrators as less important compared to other strategies. In total, 47% of respondents completely agreed or agreed to the statement that this strategy was important, the other respondents only partially agreed, disagreed or strongly disagreed with this statement.

On the strategy “ensuring a trigger- less learning environment”, which was proposed by an expert during the first Delphi round , only 18% of respondents completely agreed that this was an important strategy. 47% agreed, 12% respectively partially agreed or disagreed and 6% respectively completely disagreed or considered this statement as not applicable.

3.2.2. QUESTIONS ON TOOLS

The following table gives an overview of tools which achieved a high level of agreement.

Table 8 overview of tools which achieved a high level of agreement (second questionnaire)

Tools (statement)	Results of assessment					
	Completely agree	agree	partially agree	disagree	strongly disagree	not applicable
- <i>In my opinion, the use of adapted pens can help to enable participation at school.</i>	29%	53%	12%	6%	0%	0%
Tools, proposed by participants in the first questionnaire	41%	53%	0%	0%	0%	6%
- <i>In my opinion, the use of pictograms can help to enable participation at school.</i>	59%	35%	0%	0%	0%	6%
- <i>In my opinion, the use of schedules and agendas can help to enable participation at school.</i>	47%	41%	12%	0%	0%	0%
- <i>In my opinion, the use of materials which fosters the development of motor functions can help to enable participation at school.</i>						

In total, 82% of the experts completely agreed or agreed to the statement “the use of adapted pens can help to enable participation at school”.

Further, the majority of respondents agreed to statements which have been proposed by experts during the first Delphi rounds. 59% completely agreed to the statement “the use of schedules and agendas can help to enable participation at school”. 35% agreed to this statement and only 6% considered it as not applicable. Finally, 41% of respondents completely agreed that pictograms can help to enable participation at school and 53% agreed to this statement.

The last table gives an overview of tools which created diverse opinions among respondents.

Table 9 overview of tools which achieved a low level of agreement or created diverse opinions (second questionnaire)

Tools (statement)	Results of assessment					
	Completely agree	agree	partially agree	disagree	strongly disagree	not applicable
- <i>In my opinion, the use of a stability ball can help to enable participation at school.</i>	0%	41%	35%	12%	0%	12%
- <i>In my opinion, the use of computer games can help to enable participation at school.</i>	6%	47%	41%	6%	0%	0%
Tools, proposed by participants in the first questionnaire - <i>In my opinion, the use of screens on the table can help to increase participation at school. The screens help to provide an environment with few triggers.</i>	23%	47%	18%	6%	0%	6%

Like in the first questionnaire, respondents had divergent opinions on the importance of the tool “stability ball”. 41% of the experts agreed that this tool can help to enable participation at school. However, 35% only partially agreed, 12% disagreed and 12% said it is not applicable. Also, the tool “computer games at school” again achieved relatively low levels of agreement among the experts. Further, only 23% of respondents completely agreed on the statement that the use of screens on the table can help to provide an environment with few triggers. 47% agreed to this statement, 18% partially agreed and 6% respectively disagreed and found it not applicable.

3.2.3. ALIGNMENT QUESTIONS

As there was no consensus yet achieved on the alignment of strategies and tools after the first questionnaire, this question came back again in the second questionnaire.

Based on the answers on this question in the first questionnaire, a preliminary alignment has been set up. Respondents could agree or not agree on this alignment. If they had not agreed, they were asked to align the strategies or tools according to their opinion.

Kendall's W of concordance has been calculated again for both alignment questions.

The alignment of strategies achieved $W = 0,82$. The threshold of strong agreement has been set, like in the first questionnaire, at $W = 0,7$. This means that the alignment of strategies has achieved a high level of agreement among experts.

Below follows the final alignment of strategies:

1. *Educating children with or without disabilities and facilitating interaction with peers*
2. *Exploiting opportunities for children with or without disabilities*
3. *Altering, adapting or mediating the learning environment*
4. *Educating children with or without disabilities in using strategies*
5. *Altering, adapting or mediating the social and physical environment*
6. *Building relationships between occupational therapist and school*
7. *Empowering and educating parents and other adults*
8. *Providing and creating a supportive basis by policymakers and administrators*

The alignment of tools achieved $W = 0,78$. With the threshold of strong agreement at $W = 0,7$ also this alignment achieved a high level of agreement among the experts.

Below follows the final alignment of tools:

1. *table& chair*
2. *pen*
3. *stability ball*

It is however important to mention that this alignment does not take into account the tools which have been suggested by participants during the first Delphi round.

3.2.4. OPEN ENDED QUESTION

The final question of the second questionnaire was an open ended question concerning the future implementation of strategies and tools. Respondents were asked to name aspects which they considered as especially important concerning implementation and to answer the question what could make the implementation of different strategies and tools successful.

4 experts (2 teachers of a regular school, one parent with a child without disabilities, one parent with a child with disabilities) mentioned *enough time* as an important aspect. In their opinion it is important that teachers have enough time to get acquainted with the strategies or tools they have to implement and after that that there is enough time to really implement it.

A parent with a child without disabilities highlighted the importance of creating understanding between management and parents and stated that it is important to explain to parents the reasons why something is done in a specific manner. *Communication* between all stakeholders is mentioned as an important aspect here. This same aspect is also mentioned by the ambulant coach and an occupational therapist. The occupational therapist additionally emphasised the importance of communication between the management and the teachers at school. Teachers should experience enough *support* from the head of the school. Next to additional support, another occupational therapist suggested also that *therapies should take place in the context* of the problem, for example in the context of the classroom. In doing so, strategies could be better implemented.

The ambulant coach suggested also *enough knowledge* as a crucial point. All stakeholders should have enough knowledge on the strategies and tools, by that they would be enabled to act in the same way. In doing so, no doubts would be communicated towards the child with disabilities. The aspect of *enough knowledge* is also mentioned by a teacher of a special education school.

Another occupational therapist suggested that there has to be a clear *implementation plan* to guide the process of implementation. Additionally, she stated that there has to be a stable *support basis* in schools and that there should be enough room for regular *evaluations*.

A teacher of a regular primary school called for a *teacher assistant* in class and mentioned the high workload and the increasing responsibility of teachers. For these reasons, she said, teachers have few time to observe children in class and to focus on their needs. With the support of a teacher assistant there would be more time for the teacher to apply new strategies and tools in class.

An occupational therapist highlighted the diversity of disabilities children can have. *Strategies should match the possibilities* of the individual child. The teachers should therefore choose the strategies according to the possibilities of the child. An occupational therapist could help here, to avoid trial and error. *A stable cooperation between school and the occupational therapist* could help the teacher to get adequate advice about strategies that could be applied.

Finally, an occupational therapist stated all stakeholders should be *open minded* for the implementation of new strategies or tools.

After completion of the second Delphi round it has been decided to not conduct a third round because a high level of agreement has already been achieved and it was possible to answer the research question. Hanafin (2004, p. 36) mentions in her report that most changes occur in the transition between the first two Delphi rounds. It is therefore valid to decrease the Delphi rounds to two rounds if early consensus is achieved (Hanafin, 2004).

3.3. RESULTS ORDERED BY DISCIPLINES

One aim of this study was to find out if stakeholders who belong to certain disciplines think differently about the importance of certain strategies or tools compared to other respondents. Further, it has been assessed if respondents who belong to the same discipline had completely the same opinion on certain strategies and tools.

Data of both questionnaires therefore also have been analysed stratified into different groups of respondents, namely occupational therapists, parents, teachers of regular primary schools and teachers of special education primary schools.

There were several strategies and tools which all occupational therapists assessed the same.

All occupational therapists considered it as very important to improve cooperation between school and home. Further, they all considered it important to educate children in using self-management strategies. The same holds for the strategy of providing visual schedules to increase predictability for children. All occupational therapists assessed it as important to use shared decision making and team based problem solving. Concerning the alignment of tools, all occupational therapists ranked “chair & table” as the most important tool.

The strategy “facilitating the generalisation and maintenance of behaviour in the absence of direct supervision” was rated as less important compared to other respondents. The same holds for the strategy “allowing the student to preview information or activities (priming)”.

Remarkably is the fact that occupational therapists assessed the use of tools and assistive devices generally as less important. 60% of occupational therapists assessed “stability ball” as a tool as moderately important. Also “pens” as tools have been rated as either moderately important or less important by most occupational therapists.

One therapist stated in the questionnaire that the use of adapted pens does not increase the child’s ability of handwriting if the child has a bad body positioning. The child could even get restrained by the use of the pen. Another therapist commented that a stability ball should not be seen as the only possibility to help a child with a good body positioning.

Also teachers of regular primary schools assessed several strategies the same. That was for example the case with the strategy “empowering and educating parents and other adults to create opportunities for children to be actively engaged participants in daily occupations inside and outside school”. All teachers assessed this strategy as important. The same holds for the strategies “using peer coaching”, “using self- regulation and cognitive strategies” and “using self- management strategies”.

Further, they assessed the following strategies as very important to enable participation of children:

- “providing novel, interesting tasks with active (motor) involvement to the child to increase engagement and academic performance”
- “assisting teachers in the problem solving process”
- “exploiting opportunities for children with or without disabilities...
 - to become skilled in identifying situational needs for help”
 - to develop a balance between providing and receiving help”

In the second questionnaire, they fully agreed on the statements “in my opinion it is important that the head of school is involved in the integration of children with disabilities in a regular primary school” and “in my opinion it is important that children learn to maintain behaviour also in the absence of direct supervision.”

There were no strategies or tools that were seen less important by the teachers compared to other respondents.

Another group which’s results have been analyzed separately were teachers of special education primary schools. They all agreed that it is important to empower parents and other adults in giving specific feedback on the children’s behaviour. They also think it is important to use behavioural strategies in class.

Further they all assessed the two strategies “adapting instructions (varying examples of support, examples and common language)” and “instructing and providing information to the teacher” as very important.

Concerning tools, all teachers agreed that adjusted pens can help to increase participation of children at school.

The answers which parents of children with and without disabilities gave in the questionnaires have been analysed as one group. Otherwise the groups would have been too small as only 3 parents in total filled in both questionnaires.

In the first questionnaire there was only one strategy which all parents assessed as important, namely the strategy “Educating children with or without disabilities and facilitating interaction with peers to use feedback”.

In the second questionnaire it was striking that all parents did not agree with the statement “concerning the learning environment, I think it is important to reduce adult assistance”. This statement also achieved no consensus between all of the experts.

However, parents all agreed that the use of schedules and agendas can help to increase participation of children at school. This reflects also the opinion of the other experts.

4. CONCLUSION

This paper reports on a Delphi study which intends to identify important strategies and tools to enable participation for children with special educational needs in regular education. The strategies and tools have been identified prior to this study through a scoping review which has been performed by expert group child & youth of Zuyd University, the Netherlands. In this study, different stakeholders have been asked to assess and align these strategies and tools in terms of importance for enabling participation. Further, it has been assessed whether stakeholders who belong to different disciplines also have different opinions on the strategies and tools. Finally, they were asked to make suggestions concerning future implementation of relevant strategies and tools.

4.1. MAIN RESULTS OF RESEARCH

The main research question was:

Which important determinants, identified in the needs assessment, are associated with the successful participation of children with a disability in mainstream education in the Netherlands in the view of relevant stakeholders?

To answer this research question, two Delphi rounds have been conducted, after the second round the level of agreement was already that high that a third round was unnecessary. After completion of the second round, 86% of all closed ended questions asked in the questionnaires achieved consensus. Further, both alignment questions achieved consensus with Kendall's W of concordance for the strategies $W = 0,82$ and for the tools $W = 0,78$; with a threshold of strong agreement at $W = 0,7$.

In the opinion of the stakeholders it is very important that teachers adapt their learning instructions and modify their teaching practice in general in order to achieve participation of children with special educational needs in regular education. Additionally, they think teachers should get more support because of the growing responsibility they face and additional tasks they have to accomplish in daily class

routine if there are children with special educational needs in class. All experts agreed that a good cooperation between stakeholders involved is important to achieve integration of children with special educational needs in class. Therefore, good communication between all parties is essential. Also the management of schools should be involved in the process of implementation and should be able to support other stakeholders.

Several sub- questions have been formulated to answer this research question, which will be answered below.

1. *Which strategies and tools are, in the opinion of the different stakeholders, most important to enable participation of children with a disability in regular education in the Netherlands?*

It can be said that there was generally a high level of agreement between the experts. According to the alignment of strategies, the strategy *“Educating children with or without disabilities and facilitating interaction with peers”* was seen as most important by the experts. Additionally, the strategies *“Exploiting opportunities for children with or without disabilities”* and *“Altering, adapting or mediating the learning environment”* were aligned on the second, respectively third place of the alignment.

All experts assessed the use of a proper chair and table in class as the most important tool. However, the use of strategies seems more important than the use of tools to most experts, especially to the occupational therapists.

There were also strategies and tools which were assessed as less important compared to others. All experts agreed that the support by policymakers and administrators is least important compared to other strategies.

Finally there were several controversy issues on which the experts did not achieve a level of agreement. One of these issues was the question on whether reducing adult assistance at class or not. The experts could not agree on one opinion on this strategy. Another strategy which was seen as controversy was the importance of providing a trigger less environment for children with special educational needs in class.

2. *Do stakeholders who belong to different disciplines also have different perceptions on the outcomes which are associated with the successful participation of children with a disability in regular education in the Netherlands?*

Especially the occupational therapists who participated in this study doubt the importance of tools to enable participation of children with special educational needs in regular education. An example is the stability ball. It was aligned on the last rank by the experts, so it is seen as least important. Several occupational therapists argued that the stability ball should not be seen as the only option to achieve a good seating position of a child. Further they said that the use of a tool should be considered carefully, as there might be other, more effective ways to enable participation of a child in class.

Teachers of regular primary schools assessed especially the use of self-regulation, cognitive and self-management strategies as very important. Further, they wish an active involvement of the head of the school regarding the integration of children with special educational needs in regular education.

Teachers of special education primary schools emphasized the use of behavioural strategies and assessed the use of feedback on a child's behaviour as very important.

The importance of the use of feedback and the education of children on how to use feedback is also underlined by parents. Additionally, parents did not agree with the statement "concerning the learning environment, I think it is important to reduce adult assistance".

3. *Which changeable determinants need to be formulated to optimize participation in mainstream education and to implement the different strategies and tools that are considered as successful in increasing the participation of children with a disability in regular education in practice?*

Regarding future implementation, experts mentioned that a sound implementation plan is necessary to implement changes effectively. Additionally, they argued that teachers should have enough time for implementation and must have enough knowledge on the strategies. Experts believed that a teacher assistant may be helpful to support teachers in the daily class routine.

Finally, experts stated that each strategy or tool which is applied should match the individual child's needs and competences. Not every strategy might work for every child, so teachers and therapists have to carefully consider the particular circumstances of situations and the abilities of the child. Teachers should get professional support to assess and observe these abilities.

4.2. COMPARISON TOWARDS OTHER RESEARCH

In this Delphi study, experts assessed the strategies *“educating children with or without disabilities and facilitating interaction with peers”*, *“exploiting opportunities for children with or without disabilities”* and *“altering, adapting or mediating the learning environment”* as most important to facilitate participation of children with special educational needs in regular education. Additionally, many of them emphasized the crucial role of the teacher. It is seen as very important that teachers adapt their learning instructions and modify their teaching practice in order to stimulate participation of children with special educational needs in class. However, it is believed that teachers should get more support in light of their growing responsibility and tasks. The employment of a teacher assistant could be a possibility here. Additionally, the panel of experts assessed a good cooperation and communication between involved stakeholders as important.

Several studies support the opinion of the experts. In his review, Mitchell (2010) mentions that the implementation of inclusive education has to take place on three levels, namely the broad society and education system, the school and the classroom. The first level, the society and education system, which comprises for example the policy context, is seen as less important in the view of the experts of the Delphi study. However, the other two levels were recognized by them. On school level, Mitchell (2010) emphasizes the importance of school culture, leadership and decision making on effective implementation of inclusive education. He mentions the importance of school support networks as a facilitator of inclusive education and the cooperation between professionals and parents (Mitchell, 2010). Collaboration between involved stakeholders was also mentioned by the experts. On classroom- level, collaboration is

described again as a crucial factor, this time the collaboration between teachers, teacher assistants, therapists and parents (Mitchell, 2010).

In the study of Koster, Pijl, Nakken, & van Houten (2010) it is said that parents should be involved in interventions, as their attitude and support influences the outcome of inclusion to a great extent. This is supported by Lindsay (2007). The same holds for the role of teachers and classmates. The study of Bult, Verschuren, Jongmans, Lindeman, & Ketelaar (2011) says that family participation in social and cultural activities are associated with the level of participation of the child.

It is said that all- party interventions will help to optimise the situation of students with special educational needs in class (Koster, Pijl, Nakken, & van Houten, 2010).

The role of the teacher is often emphasized in literature, he seems to play a key- role in the integration of children with special educational needs. The teachers attitudes and behaviour are described as a crucial factor in successful inclusive education (Lindsay, 2007). This is emphasized by evidence which says that the quality of the instruction is the most important predictor of student achievement, the placement is then of less importance (Mitchell, 2010).

That might be explanations for the fact that inclusive education is not always the better option for a child with special educational needs and for the great variability which is often seen in the evidence about the effectiveness of including students with special educational needs in regular education. Some pupils perform better in a regular school, others in special education (Peetsma, Vergeer, Roeleveld, & Karsten, 2001). Schools vary widely in terms of curriculum content, pedagogy and grouping (Lindsay, 2007).

At the end, the individual teacher and the parents may be the most determining factor for the success of inclusive education.

5. DISCUSSION

This Delphi study identified the most important strategies and tools which can be applied to enable participation in regular education for children with special educational needs by surveying several experts of the field. Further, they made suggestions towards future implementation of these strategies and tools.

An advantage of this study is its low drop- out rate, as the response rate affects the validity of the study (Hasson, Keeney, & McKenna, 2000). Of initially 19 experts who agreed to participate in the study only 2 dropped out in the first round. In the second round there were even no drop outs. This is consistent with evidence which can be found about the validity of Delphi studies. The low drop- out rate is reported as a main advantage of Delphi studies (Okoli & Pawlowski, 2004). The low drop- out rate indicates that the motivation of the participants was obviously quite high. This may be a result of the sampling method, the gate keeping of the expert group child & youth of Zuyd University apparently facilitated the search for motivated and knowledgeable experts. Concerning the sample it is worth mentioning that the various disciplines were distributed quite evenly. Hence, it was possible to analyse data stratified into these groups, with the exception of the ambulant coach, who was the only participant of this discipline.

A drawback is the relatively small sample size. With 17 experts who filled in both questionnaires, the sample size is still above the minimum sample size of 15 experts, which is often mentioned in the literature (De Villiers, De Villiers, & Kent, 2005). However, it would have been preferable to conduct the survey with a bigger sample. Eventually, this would have led to additional suggestions and arguments and maybe other results. Additional disciplines, like for example internal or external coaches or other disciplines from the health care sector (for example paediatricians), could have contributed other knowledge and ideas. That would have possibly increased the generalisability of results. Okoli and Pawlowski (2004) say that the likelihood for the resulting theory to hold across multiple contexts is increased by the wide range of experiences and opinions of the various experts. The composition of the sample is therefore a crucial issue which affects the results of the study.

The majority of participants were located in the province of Limburg. It is therefore possible that this affected the results, for participants who are located in other provinces

may have different opinions on issues due to eventually organisational characteristics of the individual provinces and their schools.

The aim of this study was to identify determinants which are associated with the successful participation of children with a disability in mainstream education in the Netherlands in the view of relevant stakeholders. Further, strategies and tools which are seen as most important in the view of the stakeholders to improve participation were identified. The strategies and tools which have been included in this study are derived from the scoping review which has been carried out earlier. It is important to mention that these strategies and tools do not distinguish in effectivity for different disabilities. The questionnaires ask the opinions on the strategies and tools in general. It is likely that participants would have given different answers if they were asked to assess the importance of strategies and tools for a specific disease or disability. Further, not all strategies and tools may be an effective instrument for enabling participation for every disability. Hence, before implementing a specific strategy or tool in a class the individual circumstances have to be considered. The abilities and needs of the individual child should be addressed by a matching strategy or tool.

Future research could therefore explore which strategies and tools would be effective for which disability or disease. After that, strategies and tools could be implemented more selectively.

As Dutch is the first language for all participants of the study, the questionnaires (and thus also the strategies and tools) have been translated from English into Dutch by the researcher. The intention was to ensure that all participants were able to fully understand the questionnaire. However, translations always hold the risk of a slight alteration of the original meaning.

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APPENDIX

1. FIRST QUESTIONNAIRE

Bedankt voor uw deelname aan dit onderzoek over de participatie van kinderen met beperkingen op een reguliere basisschool!

Deze vragenlijst is de eerste van in totaal drie vragenlijsten van dit onderzoek.

Ik verzoek u om alle vragen te beantwoorden, ook als u denkt over een bepaalde vraag minder kennis te hebben.

Nadat we alle vragenlijsten van de eerste ronde terug hebben ontvangen gaan we op basis van de antwoorden een tweede en derde vragenlijst opstellen. Tijdens de tweede en derde vragenlijst heeft u de gelegenheid om uw antwoorden eventueel aan te passen.

Uw antwoorden zijn niet in te zien door andere deelnemers van dit onderzoek.

Er zijn 17 vragen in deze enquête

Strategieën

Benedenstaand treft u een lijst aan met verschillende strategieën die gebruikt kunnen worden om de participatie van kinderen met beperkingen op een reguliere basisschool te bevorderen.

Een strategie is hier gedefinieerd als “een actief proces om een bepaald doel te bereiken”.

Geef bij elke strategie aan hoe belangrijk u deze vindt bij het bevorderen van de participatie van kinderen met beperkingen op een reguliere basisschool.

Bij de beoordeling hoeft u geen rekening te houden met mogelijke kosten of haalbaarheid van een strategie.

Ouders en andere volwassenen in staat stellen en onderwijzen... *

Kies het toepasselijk antwoord voor elk onderdeel:

	Niet belangrijk	Minder belangrijk	Matig belangrijk	Belangrijk	Heel belangrijk	n.v.t.
a. Om mogelijkheden voor kinderen te creëren om actief betrokken te zijn bij dagelijkse bezigheden binnen en buiten school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Over lichamelijke en sociale ontwikkeling van vaardigheden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Over mogelijke toekomstige twijfels om frustratie en demotivatie te voorkomen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Om informatie te vinden over aanpassingen van de omgeving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Over compenserende strategieën	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Over het geven van specifieke feedback op gedrag aan het kind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Om de betrokkenheid van ouders te vergroten bij het	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Niet belangrijk	Minder belangrijk	Matig belangrijk	Belangrijk	Heel belangrijk	n.v.t.
veranderen van het gedrag van het kind						
h. Om de samenwerking tussen school en thuis te verbeteren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Educatie van kinderen met of zonder beperkingen en de bevordering van de interactie met leeftijdgenoten...

Kies het toepasselijk antwoord voor elk onderdeel:

	Niet belangrijk	Minder belangrijk	Matig belangrijk	Belangrijk	Heel belangrijk	n.v.t.
a. Over het omgaan en het ontwikkelen van vriendschappen met leeftijdgenoten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Om ondersteunende netwerken te ontwikkelen met leeftijdgenoten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Over het gebruiken van feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Over het gebruiken van coaching door leeftijdgenoten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Educatie van kinderen met of zonder beperkingen om strategieën te gebruiken...

Kies het toepasselijk antwoord voor elk onderdeel:

	Niet belangrijk	Minder belangrijk	Matig belangrijk	Belangrijk	Heel belangrijk	n.v.t.
a. Om zelfregulatie strategieën en cognitieve strategieën te gebruiken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Om zelfmanagement strategieën te gebruiken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

De verandering, aanpassing of bemiddeling van de sociale en fysieke omgeving...

Kies het toepasselijk antwoord voor elk onderdeel:

	Niet belangrijk	Minder belangrijk	Matig belangrijk	Belangrijk	Heel belangrijk	n.v.t.
a. Het veranderen van de inrichting van een ruimte	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Het evalueren van veranderingen in de omgeving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Het mogelijk maken van sociale interactie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Het gebruiken van hulpmiddelen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Het toegankelijk maken van gebouwen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

De verandering, aanpassing of bemiddeling van de leeromgeving....

Kies het toepasselijk antwoord voor elk onderdeel:

	Niet belangrijk	Minder belangrijk	Matig belangrijk	Belangrijk	Heel belangrijk	n.v.t.
a. Gedragsstrategieën gebruiken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Het bepalen van regels die voor de hele school geldig zijn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. De manier van lesgeven aanpassen aan de behoefte van het kind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. De manier van instructie geven aanpassen (bijv. meer geven van voorbeelden en het gebruiken van makkelijke taal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Instructie en informatie geven aan de leerkracht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Overwegen om de hulpverlening van volwassenen te verminderen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Het aantal communicatiemogelijkheden tussen kinderen verhogen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Toelaten dat het kind informatie of activiteiten eerder mag inzien (priming)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Aanvullen van algemene les routines (prompting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Geven van visuele roosters om de voorspelbaarheid en planbaarheid te verhogen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Behouden van gedrag in de afwezigheid van directe supervisie van een volwassene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Evaluatie van veranderingen en aanpassingen van een taak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Niet belangrijk	Minder belangrijk	Matig belangrijk	Belangrijk	Heel belangrijk	n.v.t.
m. Bevorderen van de communicatie tussen kinderen en leerkracht over schooltaken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Bepalen van passende leerdoelen in samenwerking met het kind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Geven van nieuwe, interessante taken met actieve (motorische) betrokkenheid van het kind om de betrokkenheid en de schoolprestatie van het kind te verbeteren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Het opbouwen van relaties tussen de ergotherapeut en school ...

Kies het toepasselijk antwoord voor elk onderdeel:

	Niet belangrijk	Minder belangrijk	Matig belangrijk	Belangrijk	Heel belangrijk	n.v.t.
a. Delen van kennis tussen de ergotherapeut en de leerkracht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Het besteden van tijd in de klas door de ergotherapeut	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Samenwerken met andere beroepsgroepen op school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Het geven van consultaties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Het oplossen van problemen en het nemen van beslissingen met het hele team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Niet belangrijk	Minder belangrijk	Matig belangrijk	Belangrijk	Heel belangrijk	n.v.t.
f. Het gebruiken van “lunch and learn sessions” (therapiesessies buiten de klas, maar wel op school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Het ondersteunen van de leerkracht in het oplossen van problemen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mogelijkheden benutten van kinderen met en zonder beperkingen...

Kies het toepasselijk antwoord voor elk onderdeel:

	Niet belangrijk	Minder belangrijk	Matig belangrijk	Belangrijk	Heel belangrijk	n.v.t.
a. Herkennen van situaties waar men hulp mag aanbieden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Een goede balans vinden tussen zelf helpen en hulp krijgen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Het creëren van ondersteuning door ambtenaren en administratief medewerkers...

Kies het toepasselijk antwoord voor elk onderdeel:

	Niet belangrijk	Minder belangrijk	Matig belangrijk	Belangrijk	Heel belangrijk	n.v.t.
Het creëren van ondersteuning door ambtenaren en administratief medewerkers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Suggesties

Hebt u nog suggesties voor strategieën die kunnen helpen om de participatie van kinderen met een beperking in het reguliere onderwijs te bevorderen?

Vul uw antwoord hier in:

Rangschikken

Als u het aantal strategieën zou moeten rangschikken, welke van de boven genoemde strategieën vindt u het meest belangrijk?

U mag de 8 strategieën rangschikken naar belangrijkheid. Als u wilt mag u uw beredenering voor uw lijst uitleggen.

Geef een nummer voor elke optie volgens uw voorkeur van 1 tot 8

- Ouders en andere volwassenen in staat stellen en onderwijzen
- Educatie van kinderen met of zonder beperkingen en de bevordering van de interactie met leeftijdgenoten
- Educatie van kinderen met of zonder beperkingen om strategieën te gebruiken
- De verandering, aanpassing of bemiddeling van de sociale en fysieke omgeving

- De verandering, aanpassing of bemiddeling van de leeromgeving
- Het opbouwen van relaties tussen de ergotherapeut en school
- Mogelijkheden benutten van kinderen met en zonder beperkingen
- Het creëren van ondersteuning door ambtenaren en administratief medewerkers

U heeft hier de mogelijkheid om een beredenering uit te leggen voor uw rangschikking.

Vul uw antwoord hier in:

Tools

Hieronder vindt u een lijst met verschillende “tools” die gebruikt kunnen worden om de participatie van kinderen met beperkingen op een reguliere basisschool te bevorderen. Een tools is hier gedefinieerd als “voorwerp die helpt om een bepaalde taak uit te kunnen voeren”.

Geef van elke tool aan hoe belangrijk u deze vindt bij het bevorderen van de participatie van kinderen met beperkingen op een reguliere basisschool.

Bij de beoordeling hoeft u geen rekening te houden met mogelijke kosten of de haalbaarheid van een tool.

ICT

Kies het toepasselijk antwoord voor elk onderdeel:

	Niet belangrijk	Minder belangrijk	Matig belangrijk	Belangrijk	Heel belangrijk	n.v.t.
a. Computer spel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Computer software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Alternatieve communicatie technologie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hulpmiddelen

Kies het toepasselijk antwoord voor elk onderdeel:

	Niet belangrijk	Minder belangrijk	Matig belangrijk	Belangrijk	Heel belangrijk	n.v.t.
a. balkkussen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. stoel & tafel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. pen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

suggesties tools

Hebt u nog suggesties voor tools die kunnen helpen om de participatie van kinderen met een beperking in het reguliere onderwijs te bevorderen?

Vul uw antwoord hier in:

rangschikking tools

U mag de tools rangschikken naar belangrijkheid. Als u wilt mag u uw beredenering voor uw lijst uitleggen.

Geef een nummer voor elke optie volgens uw voorkeur van 1 tot 3

- balkkussen
- stoel & tafel
- pen

U mag hier uw beredenering voor de rangschikking uitleggen.

Vul uw antwoord hier in:

Gegevens

Ik ben:

Kies a.u.b. een van de volgende mogelijkheden:

- Ergotherapeut
- Interne Begeleider
- Ouder van een kind zonder beperking
- Ouder van een kind met een beperking
- Leerkracht (reguliere basisschool)
- Leerkracht (speciaal onderwijs)
- Directeur
- Andere

2. SECOND QUESTIONNAIRE

Beste deelnemer!

Een aantal dagen geleden heeft u een vragenlijst ingevuld over de participatie van kinderen met beperkingen op een reguliere basisschool.

De resultaten van deze eerste ronde van het onderzoek zijn inmiddels geanalyseerd en op basis van deze resultaten is er een nieuwe vragenlijst opgesteld. De resultaten kunt u terugvinden in deze nieuwe vragenlijst.

Bij veel vragen uit de eerste vragenlijst was er al een grote overeenstemming tussen de deelnemers. Deze vragen worden daarom nu niet nog een keer gevraagd. Alle andere vragen worden nu in een aangepaste vorm nogmaals gevraagd. Verder zijn er aanvullingen en commentaren die in de eerste vragenlijst genoemd werden nu meegenomen in de nieuwe vragenlijst.

Ook deze keer zijn uw antwoorden niet in te zien door andere deelnemers van dit onderzoek.

Er zijn 10 vragen in deze enquête

Strategieën

In de eerste vragenlijst heeft u een aantal vragen beantwoordt over verschillende strategieën die gebruikt kunnen worden om de participatie van kinderen met beperkingen op een reguliere basisschool te bevorderen. Toen heeft u aangegeven welke strategieën u bijzonder belangrijk vond.

Op basis van deze antwoorden zijn er een aantal stellingen opgesteld.

Geef bij elke stelling aan in hoeverre u hiermee eens bent.

Kies het toepasselijk antwoord voor elk onderdeel:

	helemaal mee eens	mee eens	enigzins mee eens	oneens	helemaal oneens	n.v.t.
Ik vind het belangrijk dat kinderen met en zonder beperking hulp krijgen bij het ontwikkelen van netwerken met leeftijdsgenoten op school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind het belangrijk dat kinderen onder elkaar gebruik maken van coaching. Dit bevordert de interactie van kinderen op school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind het belangrijk dat er duidelijke regels bepaald worden die voor de hele school (en dus voor ieder kind) geldig zijn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	helemaal mee eens	mee eens	enigzins mee eens	oneens	helemaal oneens	n.v.t.
Als het gaat om de leeromgeving vind ik het belangrijk om de hulpverlening door volwassenen te verminderen. Kinderen moeten elkaar meer ondersteunen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Als het gaat om de leeromgeving vind ik het belangrijk dat kinderen de kans krijgen om informatie of activiteiten eerder in te zien. Daardoor wordt de dag voor het kind overzichtelijk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind het belangrijk dat kinderen leren om gedrag te behouden ook in de afwezigheid en zonder de supervisie van een volwassene.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind het belangrijk dat therapiesessies ook buiten de klas plaatsvinden, maar wel op school (bijv. in de pauze).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	helemaal mee eens	mee eens	enigzins mee eens	oneens	helemaal oneens	n.v.t.
Ik vind het belangrijk dat ook administratieve medewerkers de participatie van kinderen op school bevorderen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Sommige deelnemers hebben ook nog andere strategieën genoemd die kunnen helpen om de participatie van kinderen op school te bevorderen.
Op basis hiervan zijn er weer een aantal stellingen geformuleerd.**

Kies het toepasselijk antwoord voor elk onderdeel:

	helemaal mee eens	mee eens	enigzins mee eens	oneens	helemaal oneens	n.v.t.
Ik vind het belangrijk dat leerkrachten meer professionele begeleiding krijgen bij het integreren van een kind met beperkingen in de klas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind het belangrijk dat ook de schoolleiding goed wordt betrokken bij het integreren van kinderen met beperkingen op een reguliere basisschool.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	helemaal mee eens	mee eens	enigzins mee eens	oneens	helemaal oneens	n.v.t.
Ik vind het belangrijk dat er een prikkelarme omgeving op school wordt geboden voor kinderen met beperkingen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind het belangrijk dat tijdens de les een klasassistent aanwezig is die aan de leerkracht en de kinderen extra ondersteuning kan bieden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Tools

In de eerste vragenlijst heeft u een aantal vragen beantwoordt over verschillende tools die gebruikt kunnen worden om de participatie van kinderen met beperkingen op een reguliere basisschool te bevorderen. Toen heeft u aangegeven welke tools u bijzonder belangrijk vond.

Op basis van deze antwoorden zijn er een aantal stellingen opgesteld.

Geef bij elke stelling aan in hoeverre u hiermee eens bent.

Kies het toepasselijk antwoord voor elk onderdeel:

	helemaal mee eens	mee eens	enigzins mee eens	oneens	helemaal oneens	n.v.t.
Ik vind dat het gebruik van geschikte computerspellen op school een belangrijke bijdrage kan bieden om de participatie van kinderen op school te bevorderen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind dat het gebruik van een balkussen op school een belangrijke bijdrage kan bieden om de participatie van kinderen op school te bevorderen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind dat het gebruik van aangepaste penningen en schrijfhulpmiddelen een belangrijke bijdrage kan bieden om de participatie van kinderen op school te bevorderen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sommige deelnemers hebben ook nog andere tools genoemd die kunnen helpen om de participatie van kinderen op school te bevorderen.

Op basis hiervan zijn er weer een aantal stellingen geformuleerd.

Kies het toepasselijk antwoord voor elk onderdeel:

	helemaal mee eens	mee eens	enigzins mee eens	oneens	helemaal oneens	n.v.t.
Ik vind dat het gebruik van pictogrammen kan helpen om de participatie van kinderen op school te bevorderen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind dat het gebruik van schema's en dagstructuren kan helpen om de participatie van kinderen op school te bevorderen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind dat het gebruik van cabines (schermen) op de tafel kan helpen om de participatie van kinderen op school te bevorderen. Dit kan helpen om leerlingen een prikkelarme omgeving te bieden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	helemaal mee eens	mee eens	enigzins mee eens	oneens	helemaal oneens	n.v.t.
Ik vind dat het gebruik van een hoofdtelefoon kan helpen om de participatie van kinderen op school te bevorderen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind het belangrijk om materialen te gebruiken die de motoriek van kinderen kunnen verbeteren. Dit kan ook helpen om de participatie op school te bevorderen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind het belangrijk dat er tijdens de les momenten ingelast worden waar de hele klas mag bewegen (bijv. kleine beweegspelletjes).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rangschikken tools

In de eerste vragenlijst werd u gevraagd om de tools die de participatie van kinderen op school kunnen bevorderen te rangschikken naar belangrijkheid. Het resultaat is de onderstaande lijst (van boven afnemend in belangrijkheid).

1. stoel & tafel
2. pen
3. balkussen

Als u kijkt naar deze rangschikking, bent u dan met de volgorde eens?

1. stoel & tafel

2. pen

3. balkussen

Kies a.u.b. een van de volgende mogelijkheden:

☐ Ja

☐ Nee

Als u niet mee eens bent met deze rangschikking, welke volgorde zou volgens u beter zijn?

Geef een nummer voor elke optie volgens uw voorkeur van 1 tot 3

- pen
- stoel & tafel
- ballkussen

Rangschikken strategieën

U werd in de eerste vragenlijst ook gevraagd om 8 strategieën te rangschikken naar belangrijkheid. Over de volgorde van deze lijst waren er verschillende meningen en was er in de eerste lijst nog geen overeenstemming bereikt tussen de deelnemers.

Op basis van de resultaten uit de eerste vragenlijst zou de lijst er als volgt uit kunnen zien (afnemend in belangrijkheid):

1. Educatie van kinderen met of zonder beperkingen en de bevordering van de interactie met leeftijdgenoten
2. Mogelijkheden benutten van kinderen met en zonder beperkingen
3. De verandering, aanpassing of bemiddeling van de leeromgeving
4. Educatie van kinderen met of zonder beperkingen om strategieën te gebruiken
5. De verandering, aanpassing of bemiddeling van de sociale en fysieke omgeving
6. Het opbouwen van relaties tussen de ergotherapeut en school
7. Ouders en andere volwassenen in staat stellen en onderwijzen
8. Het creëren van ondersteuning door ambtenaren en administratief medewerkers

Als u naar deze lijst kijkt, bent u dan eens met de volgorde?

Kies a.u.b. een van de volgende mogelijkheden:

☐ Ja

☐ Nee

Als u niet met de volgorde eens bent, welke volgorde zou volgens u beter zijn?

Geef een nummer voor elke optie volgens uw voorkeur van 1 tot 8

- Ouders en andere volwassenen in staat stellen en onderwijzen
- Educatie van kinderen met of zonder beperkingen en de bevordering van de interactie met leeftijdgenoten
- Educatie van kinderen met of zonder beperkingen om strategieën te gebruiken
- De verandering, aanpassing of bemiddeling van de sociale en fysieke omgeving
- De verandering, aanpassing of bemiddeling van de leeromgeving
- Het opbouwen van relaties tussen de ergotherapeut en school
- Mogelijkheden benutten van kinderen met en zonder beperkingen
- Het creëren van ondersteuning door ambtenaren en administratief medewerkers

Implementatie

De laatste vraag van deze vragenlijst gaat over de implementatie van de verschillende strategieën en tools.

Als u denkt aan de implementatie, zijn er dan volgens u specifieke aspecten hierin die u bijzonder belangrijk vindt? Wat is volgens u nodig om de implementatie van belangrijke strategieën en tools succesvol te laten verlopen?

Vul uw antwoord hier in:

Gegevens

Ik ben...

Kies a.u.b. een van de volgende mogelijkheden:

- ☐ Ergotherapeut
- ☐ Ouder van een kind zonder beperking
- ☐ Ouder van een kind met een beperking
- ☐ Leerkracht (reguliere basisschool)
- ☐ Leerkracht (speciaal onderwijs)
- ☐ Interne Begeleider
- ☐ Ambulant begeleider
- ☐ Andere