

Appendix A

Scales for specific characteristics of inclusive education according to education professionals

Scale	Description of the scale	Sample item
Inclusive learning environment (IL_{EP})		
Stimulating learning environment (IL-stim _{EP})	The extent to which teachers hold positive expectations for students and are able to realize a relaxed and positive learning climate.	<i>At our school, teachers make it clear that they have positive expectations for students.</i>
Safe learning environment (IL-safe _{EP})	The manner in which teachers and students deal with agreed-upon safety regulations and interaction rules.	<i>At our school, teachers and students adhere to agreed-upon interaction rules.</i>
Participatory learning environment (IL-partic _{EP})	The possibilities of students to shape the learning process, possibly together with fellow students.	<i>At our school students are welcome to think along with us on the arrangement of work (selection, content, planning).</i>
Inclusive guidance (IG_{EP})		
Guidance of mentor or specially appointed teacher (IG-mentor _{EP})	The role of the mentor or specially appointed teacher in the guidance of students.	<i>At our school, mentor/teacher takes note of developmental needs and initiates diagnostic testing when needed.</i>
Individual guidance during lessons (IG-lesson _{EP})	The manner in which teachers observe students, take note of special educational needs and provide guidance during the lesson.	<i>At our school, every student is regularly given information on his/her progress and development.</i>
Customized program (IG-adapted _{EP})	The manner in which teachers manage to realize a suitable programme for their students.	<i>At our school, a suitable programme is formulated for group on the basis of information derived from the or a description of the starting situation (group education plan).</i>
Inclusive care structure (IS_{EP})		
Individual action plan (IS-plan _{EP})	Agreement on how to act and proceed with regard to required guidance and consultation.	<i>The plan for how to proceed (IEP) is formulated together with the student at our school.</i>
Involvement of parents/caregivers in guidance (IS-partners _{EP})	The manner in which parents are involved in the guidance of their child.	<i>Parents/caregivers are regularly informed in a timely manner about the developmental progress of their child at our school.</i>
Care coordinator (IS-care _{EP})	The tasks and roles of the care coordinator.	<i>We have a care coordinator to guide the care team of our school.</i>
Care team (IS-team _{EP})	The tasks and roles of the care team.	<i>The educational care team in our school prepares the action plan for how to proceed together with teachers and others providing guidance (mentors, specially appointed teachers familiar with the student).</i>
Consultation with external partners from the school environment (IS-consult _{EP})	Consultation with the external care partners.	<i>Consultation outcomes are systematically reported back to mentors/teachers of our school.</i>
Coordination of internal and external guidance (IS-coord _{EP})	The cooperation between guidance at the school and external care partners	<i>At our school, regular feedback is provided by external care partners and mentor.</i>

Appendix B

Descriptive statistics for scales representing specific characteristics of inclusive education according to education professionals (N=2216 education professionals; N=79 schools): number of items, reliabilities, means and standard deviations (see also Van der Bij, et al., 2016a)

Scales	Items	α	Min	Max	Mean	SD
Stimulating learning environment(IL-stim _{EP})	5	.75	1	4	3.02	.44
Safe learning environment (IL-safe _{EP})	5	.72	2	4	3.04	.42
Participatory learning environment (IL-partic _{EP})	4	.71	1	4	2.78	.46
Guidance by mentor / specially appointed teacher (IG-mentor _{EP})	6	.84	1	4	3.00	.49
Individual guidance during lessons (IG-lesson _{EP})	4	.65	1	4	2.89	.50
Customized program (IG-adapted _{EP})	7	.84	1	4	2.58	.59
Individual action plan (IS-plan _{EP})	4	.81	1	4	2.68	.69
Involvement of parents/caregivers in guidance (IS-partners _{EP})	4	.82	1	4	3.06	.57
Care coordinator (IS-care _{EP})	6	.92	1	4	3.07	.62
Care team (IS-team _{EP})	4	.89	1	4	2.93	.71
Consultation with external care partners from the school environment (IS-consult _{EP})	6	.89	1	4	2.96	.55
Coordination of internal and external guidance (IS-coord _{EP})	4	.85	1	4	2.85	.59

Appendix C

Scales for specific characteristics of inclusive education according to parents and students

Scale	Description of the scale	Sample item
Inclusive learning environment according to parents (IL_P)		
Stimulating learning environment (IL-stim _P)	The extent to which teachers hold positive expectations for students and are able to realize a relaxed and positive learning climate.	My son/daughter is often allowed to do assignments together with another student.
Safe learning environment (IL-safe _P)	The manner in which teachers and students deal with agreed-upon safety regulations and interaction rules.	My son/daughter feels safe at school.
Inclusive guidance according to the parents (IG_P)		
Guidance of mentor or specially appointed teacher (IG-mentor _P)	The role of the mentor or specially appointed teacher in the guidance of students.	My son/daughter talks regularly with the mentor about how things are going.
Individual guidance during lessons (IG-lesson _P)	The manner in which teachers observe students, take note of special educational needs and provide guidance during the lesson.	When my son/daughter has a problem, the teachers quickly see it.
Inclusive learning environment according to students (IL_S)		
Stimulating learning environment (IL-stim _S)	The extent to which teachers hold positive expectations for students and are able to realize a relaxed and positive learning climate.	I am often allowed to do assignments together with another student.
Safe learning environment (IL-safe _S)	The manner in which teachers and students deal with agreed-upon safety regulations and interaction rules.	I feel safe at school.
Inclusive guidance according to the students (IG_S)		
Guidance of mentor or specially appointed teacher (IG-mentor _S)	The role of the mentor or specially appointed teacher in the guidance of students. (CK omitted 'task')	I regularly talk with my mentor about how things are going. about how I am doing)
Individual guidance during lessons (IG-lessons)	The manner in which teachers observe students, take note of special educational needs and provide guidance during the lesson.	When I have a problem, the teachers quickly see this.

