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### Inclusive education in the Netherlands

*Characteristics and effects*

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## **Chapter 4**

### **Quality of inclusive educational practice in the experience of parents and secondary school students**

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Small adjustments were made to the form in which this chapter was submitted.

## **Abstract**

Parents and students are the most important stakeholders in schools. For the development of an inclusive school culture, it is important that parents and students are involved and schools know what their experiences with the school are. In the present research, we examined the extent to which the opinions of parents and students about a school can be explained by the perceptions of educational professionals with regard to the inclusivity of their school. Self-evaluation data from educational professionals, parents and students were analysed from 102 schools. The perceptions of the parents and educational professionals resembled each other more than the perceptions of the students and educational professionals. Parents particularly acknowledged the guidance provided by the school, which accounted for more than 35% ( $p < .01$ ) of the variance in their responding and is known to be an important characteristic of inclusive education. Student perceptions showed little recognition of the characteristics of inclusiveness as perceived by the educational professionals, with exception of a marginal amount of agreement found for the guidance. It was concluded that for parents and students inclusive guidance can be distinguished as a clearly recognized characteristic of inclusive education.

## Quality of inclusive educational practice in the experience of parents and secondary school students

### Introduction

Since the Salamanca Statement (UNESCO, 1994), schools and teachers are more and more concerned with offering quality education to students with special educational needs in regular schools. The Netherlands, just like many countries around the world, has a tradition of independently organized special education. *Inclusive education* policy has nevertheless – modestly – been stimulated for the past few decades in both primary and secondary education. This development was given a further impulse with the passing of the Educational Fit Act in 2014 (Staatsblad, 2012). The Educational Fit Act is simultaneously intended to help reduce the cost of special education, and similar developments are unfolding in countries such as Belgium, Finland, Germany, Norway and the Czech Republic (Agalinos, 2012).

Research on inclusive education has mostly been aimed to date at the implementation of inclusive education policy, the guidance of students with special educational needs and the organization of this guidance (i.e., outlining the necessary care structure). Offering students optimal guidance for their development requires interdisciplinary cooperation with other schools, experts and institutions including the local government and youth care (Schuman, 2013). And research on the care structures and networks within and surrounding schools shows that the schools are having to pay greater attention to the *communication* with parents and external stepped-care partners than was previously the case (Muijs, et al., 2010; Soresi, et al., 2011). The previous – largely internal – orientation of schools is thus being challenged.

Research examining the consequences of inclusive education policy for primary or secondary education similarly provides insight into the following: 1) important characteristics of the learning environment (Cosmovici, Idsoe, Bru, & Munthe, 2009; Heemskerk, Volman, Ten Dam, & Admiraal, 2011; Ryan, & Deci, 2000); 2) the handling of differences in the class (Knackendoffel, 2007; Van Kraayenoord, 2007; Meijer, 2004); and 3) the guidance of students by teachers in the class (Kyriacou, Tollisen Ellingsen, Stephens, & Sundaram, 2009; Mitchell, 2014). Given these insights, inclusive education is increasingly entering the domain of teacher practices and not just policy development (Leeman & Volman, 2001).

From the aforementioned but also other studies (see also Van der Bij, Garst, Geijssel, & Ten Dam, 2016), additional factors can be seen to promote an inclusive learning environment: good class management, flexible instruction and individual guidance from teachers. The doubts of educational professionals which exist about the potentially detrimental effects of increased numbers of students with special

educational needs in regular classes can be largely dismissed (Persson, 2013; Ruijs, Van der Veen, & Peetsma, 2010). It is further being shown that inclusive education is more than just the effective guidance of students with special educational needs; in principle, *all* students can benefit from education which is inclusive.

Relatively little research has been conducted on the opinions of parents with regard to inclusive education (De Vroey, Struyf, & Petry, 2015). This is despite the fact that the involvement of parents is generally considered *essential* for the realization of an inclusive school culture (Booth & Ainscow, 2011). Little is also known about the perceptions of parents and students of inclusive educational practices in secondary education. Prior research (i.e. Blok, Peetsma, & Roede, 2007; De Boer, et al., 2012) has been mostly concerned with primary education, which means that little is known about the perceptions of parents of inclusive secondary education. We need also more information on the perceptions of students as well and then particularly those of students in secondary education.

Inclusive education can certainly be viewed as an aspect of quality education. The question, of course, is whether parents and students also see things this way and value the efforts of teachers and school administrators to implement inclusive education in actual practice. In other words, we do not know enough about which elements of inclusive education are recognized and valued by parents and students in secondary education. Insight into student and parental perceptions is nevertheless needed for the ongoing development of inclusive education policy and practice. It is important for students and parents to recognize and accept the culture and characteristics of inclusive education. But the process of acknowledging the value of inclusive education is unfolding only slowly and encountering considerable difficulty. More attention is needed for the local development of inclusive education: a policy encouraging local actions, local leadership oriented on school development as well as the community (Ainscow, Dyson, Goldrick, & West, 2012).

One possibility for stimulating the development of inclusive education is to involve parents and students to a larger extent. And one tool known to promote involvement is self-evaluation (Creemers, et al., 2013; Kyriakides & Campbell, 2004). Self-evaluation can promote ownership (Van der Bij, Geijsel, & Ten Dam, 2016), the functioning of the school as a professional learning community (Vanhoof & Van Petegem, 2007) and the development of an inclusive school culture (Booth & Ainscow, 2011). The aim of the present research was therefore to gain insight into the realization of a school culture which is perceived to be inclusive for students with special educational needs by both parents and students.

## Parents and students on inclusive education

Parents are usually positive about the participation of students with special educational needs in regular education (De Boer, et al., 2010; Gasteiger-Klicpera, Gebhardt, & Schwab, 2012). Parents generally consider it important that their children learn to deal with differences (De Boer, et al., 2012). The opinions of parents nevertheless correlate strongly with socio-economic status, parental level of education, experiences with inclusive education and their own child's type of educational need. Especially parents with a higher socio-economic status, a higher level of education and/or experience with inclusive education tend to be most positive about the inclusion of students with special educational needs in regular education (de Boer et al., 2010). With regard to the quality of the guidance given to their children in schools, parents have been found to be more negative (De Bruin, et al., 2012). Parents express doubts about mostly the inclusion of students with behaviour problems and students with learning disabilities in regular education (De Boer, et al., 2010).

The opinions on inclusive education voiced by the parents of students with special educational needs vary more widely than the opinions of other parents. Some parents of students with special educational needs are fully in favour of inclusive education while others worry about the placement of their child in such education. The latter group is worried primarily about the quality of the guidance and social participation of their child (De Boer, et al., 2010).

Parents generally consider the guidance received by their child to be an important aspect of the quality of the education in a school (De Bruin, et al., 2012). Secondary schools have been found to communicate rarely with parents about the guidance of their children, however, and one can hardly speak of a partnership under such circumstances (Antonopoulou, Koutoruba, & Babalis, 2011; Hornby & Witte, 2010). Both schools and parents are very hesitant in this regard (Onderwijsraad, 2010b). Parents indicate that they would like to have contact with the school about — for example — extra support for their child but the communication between school and parents is limited to predominantly the reporting of student progress. And this situation occurs despite both parents *and* schools clearly acknowledging the importance of communication with regard to student guidance (De Bruin, et al., 2012). To improve this communication, according to De Bruin and colleagues, we need to be able to speak of a pedagogical and didactic partnership. Parents want to hear from the school about how they can best guide their child (didactic partnership), but parents can also play an important role in the formulation of the school support plan for their child (pedagogical partnership). Teachers, mentors and parents still have too little contact with each other regarding student guidance (Antonopoulou, et al., 2011; De Bruin, et al., 2012).

The assumption that parental involvement can positively affect the well-being of students and their school careers is generally accepted (Sanders, 2008; Scheerens & Bosker, 1997). In the research on parental involvement to date, however, widely varying

types and forms of involvement are examined (Jeynes, 2007). Some of the studies, for example, have examined the home situation and parental help with homework (Domina, 2005) or the involvement of parents in school activities (McNeal, 2012) or the cooperation between school and parents (Sanders, 2008). This complicates the comparison of study results (McNeal, 2012). Most of the research on parental involvement has also been conducted with only young children, moreover, which means that implications for older children are extrapolated from results for younger children. And the extrapolation of such results has very likely overestimated the expected positive effects of parental involvement on older students (Jeynes, 2007). Another problem with the research on parental development to date is the difficulty of demonstrating a causal relation between parental involvement and a child's academic achievement. Clear, empirical evidence for a direct, positive effect of parental involvement on academic achievement has yet to be found.

When teachers and parents consider each other fully fledged partners in the education of a child, this will presumably contribute to the development of students and their learning (Jeynes, 2012). To determine the — possibly extra — guidance needed for students, cooperation between schools, teachers and parents is *essential*. Schools need input from the surrounding environment and thus the involvement of parents to realize an inclusive school culture (Ainscow, et al., 2012).

Considerable research has been conducted on the experiences of students with an inclusive learning environment. Most of this research has been conducted in primary schools and often aimed at the differences in the experiences of students with special educational needs versus other students in the class. Much less research has been conducted on student perceptions of their instruction and guidance in secondary schools. The results of this limited research nevertheless show students to experience the educational learning process as positive, involving a stimulating learning environment with sufficient individual attention, positive peer relations and a school climate which offers plenty of space for their own contributions (Klingner & Vaughn, 1999; O'Rourke & Houghton, 2008). Secondary school students also consider it important for teachers be able to adapt their instruction to meet specific needs (Klingner & Vaughn, 1999). That is, these students have a need for individual guidance but do not want to be singled out or put in a position of exception. O'Rourke and Houghton (2008) found a surprising difference between the perceptions of teachers and secondary school students with special educational needs: While teachers expected structure to be a critical aspect of the learning environment for students with special educational needs, the students themselves indicated a desire to have teachers who exude calm and a capacity to present material in an interesting and motivating manner. An inclusive learning environment is really thus important for the learning and development of *all* students.

### Characteristics of an inclusive school

Structural and cultural aspects of the school climate are critical for making it inclusive. In the school, a shared vision and set of values carried by the team must be clearly visible and tangible. Stated differently, we should be able to speak of coherence with regard to various aspects of inclusivity both inside and outside the school. In the present research, this coherence will be further explored.

The present research is based on a framework for inclusive education recently developed and tested by Van der Bij, et al. (2016a). The framework encompasses what have been identified as three central characteristics of inclusive education, namely: the learning environment, the guidance provided by teachers and the care structure (see Figure 1).

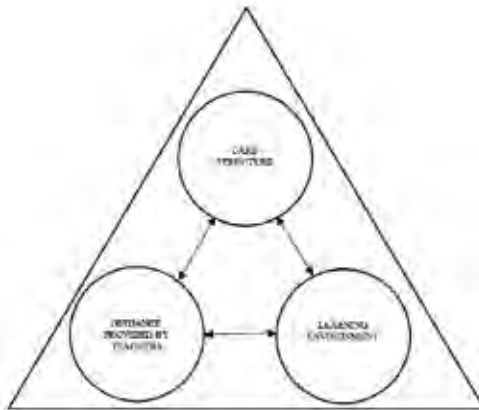


Figure 1. Central characteristics of inclusive education

The learning environment for inclusive education should be stimulating, safe and inviting to thus promote active participation on the part of students. The guidance provided by teachers for inclusive education should include a teacher specially appointed for this purpose (often called a mentor in the Dutch system of education) and individual support as needed from both inside and outside the class which is adapted to the educational needs of students. The care structure for inclusive education should entail the organization of the guidance for students in such a manner that the various partners are sufficiently involved and their involvement/guidance coordinated in an effective and efficient manner.

Taken together, the perceptions of the central characteristics of inclusive education shared by educational professionals, parents and students can be taken to indicate the presence or absence of an inclusive culture within a school. The general assumption motivating the present research was therefore that the extent of inclusivity

reflected in the opinions of parents and students about a school will be largely determined by the extent of inclusivity reflected in the opinions of the educational professionals themselves. And the following research question was formulated to test this general assumption: *To what extent does the characterization of a school as inclusive by educational professionals correspond to the characterisation of the school by parents and students?*

## **Method**

### ***Study sample***

In the present research, school self-evaluation data from 102 schools for secondary education located in the Netherlands was analysed. The self-evaluation data was collected as part of a larger national school self-evaluation project entitled 'Quality of Student Care in preparatory vocational secondary education and practical education' (Van der Bij et al., 2016a; 2016b). To start, the schools registered on a volunteer basis to participate in the self-evaluation project. Self-evaluation data was then collected from the educational professionals, parents and students affiliated with the schools. In smaller schools, data was collected from all educational professionals, parents and students. In larger schools, data was collected from a random sample of the educational professionals and a stratified sample of the parents and students who were selected on the basis of lower/upper grade and department in the school. The educational professionals and students were surveyed anonymously via a web unit during school hours. The parents were surveyed either digitally or with the latter taking place at parent-teacher meetings.

In keeping with the stated self-evaluation procedure, the schools were free to choose just which groups to involve in the self-evaluation. In Table 1, an overview of the study sample is presented, including the number and range in the number of participants per respondent group. Overall, the sample consisted of 2216 educational professionals, 6720 parents and 16511 students.

Table 1. *Overview of study sample*

	Schools	Educational professionals		Parents		Students	
	N	n	range (mean)	n	range (mean)	n	range (mean)
Educational professionals, parents & students	56	1632	4 - 109 (29.1)	5350	5 - 355 (95.5)	12401	22 - 750 (221.4)
Educational professionals & parents	1	36	--	41	--		
Educational professionals & students	5	252	22 - 69 (50.4)			1396	100 - 832 (279.2)
Parents & students	11			802	6 - 387 (72.9)	1978	37 - 713 (179.8)
Educational professionals	17	296	6 - 29 (17.4)				
Parents	6			527	7 - 220 (87.8)		
Students	6					736	16 - 211 (127.7)
Total	102	2216		6720		16511	

## **Measures**

The digital questionnaires for the educational professionals, parents and students were developed on the basis of a review of the research concerned with student care/guidance, experiences of mentors and teachers specially appointed for the educational guidance of students and the legal framework provided by the Dutch Educational Inspectorate.

### *Questionnaire for educational professionals*

The questionnaire designed for the **educational professionals (EP)** contained 12 scales encompassing 60 items to be judged along a four-point Likert scale which included 'I don't know' as a response option. The items addressed specific elements of inclusive education underlying the three central characteristics of inclusive education, namely: an inclusive learning environment (IL), inclusive guidance by teachers (IG) and an inclusive school support structure (IS):

- Inclusive learning environment (IL<sub>EP</sub>)
  - o Stimulating learning environment (IL-stim<sub>EP</sub>)
  - o Safe learning environment (IL-safe<sub>EP</sub>)
  - o Participatory learning environment (IL-partic<sub>EP</sub>)
- Inclusive guidance (IG<sub>EP</sub>)
  - o Guidance by mentor or specially appointed teacher (IG-mentor<sub>EP</sub>)
  - o Individual guidance during lessons (IG-lesson<sub>EP</sub>)
  - o Adapted/customized programme (IG-adapted<sub>EP</sub>)

- Inclusive school support structure (IS<sub>EP</sub>)
  - o Individual action plan (IS-plan<sub>EP</sub>)
  - o Involvement of parents/caregivers in guidance (IS-partners<sub>EP</sub>)
  - o Functioning of the care coordinator (IS-care<sub>EP</sub>)
  - o Functioning of the support team (IS-team<sub>EP</sub>)
  - o Consultation with partners from the school environment (IS-consult<sub>EP</sub>)
  - o Coordination of internal and external guidance (IS-coord<sub>EP</sub>)

For more information on the 12 scales, sample items, scales means and scale reliabilities, see Appendix A and Appendix B in this chapter as well as the Appendix in Chapter 3 of this dissertation (Van der Bij et al. (2016a).

### *Questionnaires parents and students*

The questionnaire designed to assess the opinions of the **parents (P)** and **students (S)** contained 62 items distributed across 11 scales. Once again, the items were judged along a four-point Likert scale which included 'I don't know' as a response option. The formulations of the items for the parents and students were virtually the same. For the *Safe learning environment* scale, for example, the wording of the item for the student questionnaire was *I feel safe at school* while the wording of the item for the parent questionnaire was *My son/daughter feels safe at school*. Respondents were also free to leave an item unanswered. The average number of missing responses per item proved to be 23.8% for the parents with a range of 6.4% (item *My son/daughter talks regularly with the mentor about how things are going.*) to 51.1% (item *The school has rules for how students and teachers interact with each other*). For the students, the average number of missing responses was 18% with a range of 7.4% (item *By us, students are allowed to help each other*) to 83.5% (item *The teachers are honest to me*). The missing scores for the parents and students were imputed with the aid of the SPSS Expectation Maximalization (EM) algorithm and under the assumption of 'missing at random'.

With the aid of exploratory and confirmatory factor analyses, four unique scales reflecting various aspects of inclusive education could be identified for the parents and students alike (see Appendix C for an overview). The four scales were internally coherent with the instrument of educational professionals and could be labelled as follows:

- Stimulating learning environment according to parents (IL-stim<sub>P</sub>) and students (IL-stim<sub>S</sub>)
- Safe learning environment according to parents (IL-safe<sub>P</sub>) and students (IL-safe<sub>S</sub>)
- Guidance by mentor or specially appointed teacher according to parents (IL-mentor<sub>P</sub>) and students (IG-mentor<sub>S</sub>)
- Individual guidance during lessons according to parents (IL-lesson<sub>P</sub>) and students (IG-lesson<sub>S</sub>)

The fit of a four-factor model for the parents and students was found to be good: for the parents,  $X^2=267.633$  (df=6,  $p=.000$ ), RMSEA= .058, CFI =.981; for the students,

$\chi^2=6.131$  (df=112, p=.05), RMSEA= .085, CFI =.981. The reliabilities, means and standard deviations for the four scales are presented in Table 2.

Table 2. *Overview of reliabilities, means and standard deviations for four scales representing central characteristics of inclusive education according to parents (n=6720) and students (n=16511)*

Scale	Number of Items	Cronbach's $\alpha$		Mean		Standard deviation	
		Par	Stu	Par	Stu	Par	Stu
Stimulating learning environment (IL-stim)	5	.66	.59	3.11	2.57	.47	.60
Safe learning environment (IL-safe)	7	.80	.69	3.15	2.67	.52	.64
Guidance by mentor or specially appointed teacher (IG-mentor)	4	.85	.77	3.02	2.58	.69	.75
Individual guidance during lessons (IB-lesson)	4	.82	.73	2.83	2.60	.63	.66

Note: Par means parents; Stu means students.

The four scale reliabilities as measured for the **parents** were reasonable to good and varied from .66 to .85. The scale means showed little variation (2.83 to 3.15). The standard variations fluctuated between .47 and .69. The normal distribution of the results for the scales was reasonable to good; there was no indication of either floor or ceiling effects.

The four scale reliabilities as measured for the **students** were reasonable to good (.59 to .77) but slightly lower than those found for the parents. The means for the four scales were almost the same and ranged from 2.57 to 2.67, which was again slightly lower than for the parents. The standard deviations fluctuated between .60 and .75 for the students, which was higher than for the parents. The normal distribution of the items constituting the scales for the students found to be reasonable normal to good with again no indications of floor or ceiling effects. In Appendix D, a table can be found with the correlations between the scores on the 12 scales for the educational professionals, the scores on the 4 scales for the parents and the scores on the 4 scales for the students.

### **Analyses**

With the aid of confirmatory factor analyses (Mplus 6.1), factor models were fit to the data from the educational professionals, parents and students. The following fit indices and criteria were used for this purpose: a)  $\chi^2$  test; b) a CFI with a minimal value .90; and c) a RMSEA < .05. The fit measures for the model with 12 specific characteristics of

inclusive education according to the educational professionals were found to be sufficient to good (see also Van der Bij et al., 2016a). The possibility of creating second-order factors representing the central characteristics of inclusive education from the perspective of educational professionals was also explored. With the three factors Inclusive learning environment (IL<sub>EP</sub>), Inclusive guidance by teachers (IG<sub>EP</sub>) and Inclusive support structure (IS<sub>EP</sub>), the fit of the model was found to be good ( $X^2=128.17$  (df=52, p=.00), RMSEA= .026, CFI =.995) (also see Van der Bij et al., 2016a).

In keeping with the analyses for the educational professionals, models with second-order factors representing the core characteristics of inclusive education from the perspectives of the parents and the students were also tested. This proved possible for the following factors representing central characteristics of inclusive education perceived by parents and students:

- Inclusive learning environment according to parents (IL<sub>P</sub>) or students (IL<sub>S</sub>) as second-order factor for Stimulating learning environment (IL-stim<sub>P</sub> / IL-stim<sub>S</sub>) and Safe learning environment (IL-safe<sub>P</sub> / IL-safe<sub>S</sub>)
- Inclusive guidance according to parents (IG<sub>P</sub>) or students (IG<sub>S</sub>) as second-order factor for Guidance by mentor or specially appointed teacher (IG-mentor<sub>P</sub> / IG-mentor<sub>S</sub>) and Individual guidance during lessons (IG-lesson<sub>P</sub> / IG-lesson<sub>S</sub>).

It was not possible to combine the data from the parents and students; the relation between the two was not addressed in the anonymous surveys. However, I was known for all of data of all the respondents (educational professionals, parents and students) which school was addressed. Moreover, intra-class correlations for the scales scores of parents and students indicated that multilevel analyses were called for. So, in analysing the data, two levels of data had to be taken into consideration: the level of the educational professionals, parents and students and the level of the school with which they are affiliated. The variable school is a categorical variable with 102 different values (there were 102 schools). For this reason, multilevel multiple regression analysis was conducted with the aid of Mixed Models in SPSS. The average scale scores on Inclusive learning environment and Inclusive guidance according to the parents (n=6720) and students (n=16511), respectively, were included as the dependent variables. The aggregated average scale scores for the central characteristics of inclusive education — namely, an Inclusive learning environment, Inclusive guidance by teachers and Inclusive support structure — according to the educational professionals (n=2216) were included as the predictors.

In the first step of the analyses of the data, effects were tested of the central characteristics of inclusive education by the educational professionals (school level predictors: Inclusive learning environment (IL<sub>EP</sub>), Inclusive guidance by teachers (IG<sub>EP</sub>) and Inclusive support structure (IS<sub>EP</sub>) on the central characteristics as perceived by parents (IL<sub>ou</sub> and IB<sub>ou</sub>) and students (IL<sub>LL</sub> and IL<sub>LI</sub>).

In the second step, a model was next tested for each of the specific characteristics of inclusive education according to the parents and students (see Table

2) with the specific characteristics of inclusive education according to the educational professionals as predictor variables. This second step was only undertaken when significant effects were detected in the testing of the models in this first step of the analyses. On account of possible multiple collinearity (see correlations between the scales in Appendix D), these results must be interpreted with caution.

## Results

Correlations were calculated between the central characteristics of inclusive education according to the educational professionals and the scales for the central characteristics according to the parents and, respectively, the students (see Table 3).

Table 3. *Correlations between school means on scales for core characteristics of inclusive education according to educational professionals, parents and students (N=56 schools)*

	IL <sub>EP</sub>	IG <sub>EP</sub>	IS <sub>EP</sub>	IL <sub>P</sub>	IG <sub>P</sub>	IL <sub>S</sub>	IG <sub>S</sub>
Inclusive learning environment according to educational professionals (IL <sub>EP</sub> )	1						
Inclusive guidance according to educational professionals (IG <sub>EP</sub> )	.66**	1					
Inclusive support structure according to educational professionals (IS <sub>EP</sub> )	.54**	.78**	1				
Inclusive learning environment according to parents (IL <sub>P</sub> )	.11	.35*	.29*	1			
Inclusive guidance according to parents (IG <sub>P</sub> )	.16	.56**	.30*	.62**	1		
Inclusive learning environment according to students (IL <sub>S</sub> )	-.01	.01	-.11	.38**	.38**	1	
Inclusive guidance according to students (IG <sub>S</sub> )	.14	.36**	.18	.51**	.80**	.72**	1

\* Correlation is significant at .05 level (2-tailed).

\*\* Correlation is significant at .01 level (2-tailed).

With regard to the Inclusive learning environment according to the educational professionals (IL<sub>EP</sub>), it can be seen that none of the characteristics of inclusive education according to the parents or students showed a significant association. For Inclusive guidance according to the educational professionals (IG<sub>EP</sub>), a moderate correlation was found with an Inclusive learning environment according to the parents (IL<sub>P</sub>) (.35,  $p < .05$ ) and Inclusive guidance according to the parents (IG<sub>P</sub>) (.56,  $p < .01$ ) as well as a moderate correlation with Inclusive guidance according to the students (IG<sub>S</sub>) (.36,  $p < .01$ ). Inclusive support structure according to the educational professionals (IS<sub>EP</sub>) showed only a moderate correlation with the scales for Inclusive learning environment according to the

parents ( $IL_P$ ) (.29,  $p < .05$ ) and Inclusive guidance according to the parents ( $IG_P$ ) (.30,  $p < .05$ ). No significant correlations were found for the correlations of inclusiveness scales by educational professionals and Inclusive learning environment or Inclusive guidance according to the students.

What stands out further in the correlation outcomes, is the particularly high correlation of .81 for Inclusive guidance according to the parents ( $IG_P$ ) with Inclusive guidance according to the students ( $IG_S$ ). Apparently, the parents and students strongly share the same ideas with regard to this characteristic of inclusive education — more than for the Inclusive learning environment, for example, which only showed a moderate correlation of .36 for the opinions of the parents and the students.

In order to determine the extent to which the parents and students perceived the inclusive character of the school similarly to the educational professionals or, in other words, the extent to which the perceptions of the parents and students can be explained by the mean perceptions of the educational professionals with regard to the inclusive character of the school, multiple regression analyses were performed. In Table 4 (see following page), the results are presented for the testing of the models in step 1 of the analyses (central characteristics) (see also Analyses).

With Model 1, effects were tested of the averaged opinions of the educational professionals with regard to each of the three central characteristics of inclusive education in their school ( $IL_{EP}$ ,  $IG_{EP}$ ,  $IS_{EP}$ ) on the opinions of the parents and students with regard to *Inclusive learning environment* ( $IL_P$  and  $IL_S$ ). The intra-class correlation (ICC) showed the variance in the responses of both the parents and students, on average, for an Inclusive learning environment to be marginally determined by school (for the parents .08; for the students .04). None of the effects were found to be significant.

With Model 2, the effects of the averaged opinions of the educational professionals with regard to the three central characteristics of inclusive education in the school ( $IL_{EP}$ ,  $IG_{EP}$ ,  $IS_{EP}$ ) on the opinions of the parents and students with regard to *Inclusive guidance* ( $IG_P$  and  $IG_S$ ) were tested. The intraclass correlations (ICC) showed the variance in the scores of the parents on Inclusive guidance to be explained for a large part by school: .36. For the students, the variance explained by school was marginal: .02. There were significant effects of the extent to which the school, on average, was judged to be characterized by Inclusive guidance by the educational professionals ( $IG_{EP}$ ) on the opinions of the parents and students with regard to the presence of inclusive guidance in their schools ( $IG_P$  and  $IG_S$ ). These effects can be considered large in light of their values: 1.25 for parents and .96 for students.

In short, the testing of Models 1 and 2 showed the opinions of the educational professionals with regard to the Inclusive guidance provided in the school ( $IG_{EP}$ ) to significantly explain the opinions of not only the parents ( $IG_P$ ) but also the students ( $IG_S$ )

with regard to Inclusive guidance; as opposed to no effects concerning Inclusive learning environment in the school.

Table 4. Overview of results of multiple regression analyses for the effects of school characteristics of inclusive education according to educational professionals on the characteristics of inclusive education according parents and students (significant effects in **bold**) ( $N_{\text{school}}=57$  for analyses regarding parents;  $N_{\text{school}}=61$  for analyses regarding students)

	Parents IL <sub>P</sub> (n = 6720)			Student IL <sub>S</sub> (n = 16511)		
	Estimate	Std. error	p	Estimate	Std. error	p
<b>Model 1: IL<sub>P</sub> / IL<sub>S</sub> with IL<sub>EP</sub> / IG<sub>EP</sub> / IS<sub>EP</sub></b>						
Fixed effects						
-intercept	2.70	.28	.000	2.94	.69	.000
-predictors:						
- IL <sub>EP</sub>	-.15	.12	.240	-.02	.30	.955
- IG <sub>EP</sub>	.24	.15	.105	.41	.36	.260
- IS <sub>EP</sub>	.07	.14	.648	-.48	.32	.136
Random effects:						
-residual variance level 1 <sup>i</sup>	.20	.00	.000	.26	.00	.000
-intercept variance level 2 <sup>ii</sup>	.01	.00	.000	.07	.01	.000
ICC	.08			.04		
<b>Model 2: IG<sub>P</sub> / IG<sub>S</sub> with IL<sub>EP</sub> / IG<sub>EP</sub> / IS<sub>EP</sub></b>						
Fixed effects:						
-intercept	1.65	.52	.002	1.76	.60	.005
-predictors:						
- IL <sub>EP</sub>	-.52	.22	.026	-.29	.26	.270
- IG <sub>EP</sub>	<b>1.25</b>	<b>.27</b>	<b>.000</b>	<b>.96</b>	<b>.31</b>	<b>.003</b>
- IS <sub>EP</sub>	-.26	.25	.309	-.34	.27	.217
Random effects:						
-residual variance level 1 <sup>i</sup>	.34	.01	.000	.33	.00	.000
-intercept variance level 2 <sup>ii</sup>	.03	.01	.000	.05	.01	.000
ICC	.36			.02		

<sup>i</sup> level 1: parents and pupils; <sup>ii</sup>level 2: school

We next asked ourselves which *specific* characteristics in the area of Inclusive guidance actually play a role in the explanation of the opinions of the parents and students. While high correlations were found to be the case and we can possibly speak of multiple collinearity, it was still decided to test some models for each of the two specific characteristics of Inclusive guidance:

- the extent of individual guidance provided by a mentor or specially appointed teacher according to parents and students (IG-mentor<sub>P</sub> / IG-mentor<sub>S</sub>) (Model 3) and

- the extent of individual guidance provided during the lesson according to parents and students (IG-lesson<sub>P</sub> / IG-lesson<sub>S</sub>) (Model 4).

The results are presented in Table 5.

Table 5. Overview of results of multiple regression analyses for the effects of average school scores for educational professionals on average scores for parents and students with regard to specific characteristics of Individual guidance in the school (significant effects in **bold**) ( $N_{school}=57$  for analyses regarding parents;  $N_{school}=61$  for analyses regarding students)

	Parents IG-mentor <sub>P</sub> (n = 6720)			Students IG-mentor <sub>S</sub> (n =16511)		
	Estimate	Std. error	p	Estimate	Std. error	p
<b>Model 3: IG-mentor<sub>P</sub> / IG-mentor<sub>S</sub> with IG-mentor<sub>EP</sub> / IG-lesson<sub>EP</sub> / IG-adapted<sub>EP</sub></b>						
Fixed effects:						
-intercept	1.11	.45	.016	1.54	.59	.012
-predictors:						
○ IG-mentor <sub>EP</sub>	<b>.68</b>	<b>.19</b>	<b>.001</b>	.58	.28	.046
○ IG-lesson <sub>EP</sub>	-.25	.18	.163	-.43	.24	.077
○ IG-adapted <sub>EP</sub> (??? what's this doing here?)	.23	.15	.127	.24	.22	.288
Random effects:						
-residual variance level 1 <sup>i</sup>	.44	.01	.000	.50	.01	.000
-intercept variance level 2 <sup>ii</sup>	.03	.01	.000	.07	.01	.000
ICC	.35			.15		
<b>Model 4: IG-lesson<sub>P</sub> / IG-lesson<sub>S</sub> with IG-mentor<sub>EP</sub> / IG-lesson<sub>EP</sub> / IG-adapted<sub>EP</sub></b>						
Fixed effects:						
-intercept	.36	.54	.511	1.08	.45	.021
-predictors:						
○ IG-mentor <sub>EP</sub>	.36	.22	.106	.15	.22	.483
○ IG-lesson <sub>EP</sub>	-.05	.20	.798	-.15	.18	.410
○ IG-adapted <sub>EP</sub>	<b>.60</b>	<b>.17</b>	<b>.001</b>	<b>.60</b>	<b>.17</b>	<b>.001</b>
Random effects:						
-residual variance level 1 <sup>i</sup>	.35	.01	.000	.38	.01	.000
-intercept variance level 2 <sup>ii</sup>	.00	.01	.000	.04	.01	.000
ICC	.39			.31		

<sup>i</sup> level 1: parents and pupils; <sup>ii</sup>level 2: school

With the testing of Model 3, we could determine the extent to which the scores of the parents and students on *Guidance of mentor or specially appointed teacher* (IG-mentor<sub>P</sub> and IG-mentor<sub>S</sub>) were explained by the scores of the educational professionals on each of the specific characteristics of inclusive education (IG-mentor<sub>EP</sub>, IG-lesson<sub>EP</sub> and IG-adapted<sub>EP</sub>). The variance in the scores of the parents for Guidance of mentor or specially

appointed teacher was to a large extent explained by school (ICC .15). Only the effect of the school average for Guidance of mentor or specially appointed teacher as judged by the educational professionals (IG-mentor<sub>EP</sub>) on the judgements of the parents with regard to the same (IG-mentor<sub>P</sub>) appeared to be significant and sufficient to good (.68); for the students, no significant effects were found for this aspect of the individual guidance provided by the school.

In short, the extent to which educational professionals perceive guidance to be provided by a mentor or specially appointed teacher in the school (IG-mentor<sub>EP</sub>) appears to shape the impressions of parents with regard to such.

With Model 4, the same model was tested as before but now for *Individual guidance during lessons*. The variance in the scores for the parents and students were determined to a high degree by the school (ICCs of .39 and .31, respectively). Even though we expected to find a significant effect of the school average on the judgements of the parents and students with regard to such, only the effects of the school average for the judgements of the educational professionals with regard to *Adapted/customized programme* (IG-adapted<sub>EP</sub>) were found to be significant. For both the parents and the students, the effect was reasonably large (.60).

In short, the extent to which educational professionals perceive an adapted/customized programme of instruction to be provided in the school (IG-adapted<sub>EP</sub>) appears to explain the extent to which not only parents but also students perceive the school as providing individual guidance during lessons (IG-lesson<sub>P</sub> and IG-lessons<sub>S</sub>).

## **Conclusions and discussion**

Educational policy in the Netherlands is increasingly being aimed at the inclusion of students with special educational needs in regular schools. The most recent measure taken along these lines is the passing of the Educational Fit Act (Staatsblad, 2012). The realization of the best educational 'fit' for all students and thus inclusive education requires practices which are suited for this purpose and thus embedded in an inclusion-oriented school organization and school culture (Booth & Ainscow, 2011). School self-evaluations can provide insight into the shared vision of those involved in the inclusivity of the school and just what people can count on in the school.

In the present research, the data from the self-evaluations of educational professionals (e.g. teachers, school administrators, remedial teachers, special care providers) and the opinions of parents and students affiliated with 102 secondary education schools located in the Netherlands were analysed to gain insight into differences in the experiences and perceptions of inclusivity. In a previous study (Van der Bij, et al., 2016a), three central inclusive school characteristics underlying the judgements of educational professionals were identified and shown to pertain to the

learning environment, guidance provided by teachers and school care structure. In the present study, we compared the opinions of educational professionals on the inclusive characteristics of the school with the opinions of parents and students on the inclusive characteristics of the school. We expected the extent to which the schools were judged to be inclusive by the educational professionals to determine the extent to which parents and students perceived the schools to be inclusive. The central question posed in the present study was therefore: *To what extent does the characterization of a school as inclusive by educational professionals correspond to the characterization of the school as inclusive by parents and students?*

The study results show first and foremost the opinions of the parents with regard to the inclusive characteristics of the school to indeed be shaped by the opinions of the educational professionals with regard to such. The opinions of the students were guided less by the opinions of the educational professionals than found for the parents, which reflects a familiar pattern. Research by Bokdam, Tom, Berger, Smit and Van Rens (2014) points to at least three explanations for this pattern. First, students are known to have a tendency to complete questionnaires on a more ad hoc basis than adults, which produces a more variable pattern of responding among students than among adults. Second, students are rarely involved — if at all — in the development of a school and so the patterns of responding can be less consistent. And third, parents are generally more concerned with the school than students, presumably due to the parental sense of responsibility for their child's development.

The results of the present research further show educational professionals, parents and students to agree predominantly on the inclusive characteristics of the guidance provided in the school. For the parents, more than one-third of the variance in their opinions with regard to the guidance could be explained by the opinions of the educational professionals. Guidance appears to be a clearly recognizable and important aspect of the inclusivity of a school when parents are asked about this. The total score for the inclusive characteristics of the school according to the educational professionals, however, did not explain a significant amount of the variance in the opinions of the students with regard to the same inclusive characteristics. It can be concluded on the basis of this information that schools with what is characterized as inclusive guidance by the educational professionals associated with the schools make a difference in the opinions of parents and students with regard to the inclusivity of the guidance offered by the school.

The initial results found in the present study were reason to undertake a deeper analysis of which specific guidance characteristics shaped the opinions of the parents and students. In doing this, we had to keep the possibility of multiple collinearity in mind as the association between the measured characteristics at the level of the school was very high. The results of these additional analyses were largely in line with what we expected. There were two dependent variables: guidance by mentor or specially appointed teacher and individual guidance during lessons. The opinions of the parents

with regard to the inclusive quality of the guidance provided by a mentor or a specially appointed teacher could be explained by the mean values for the educational professionals with regard to the guidance provided by the mentor or specially appointed teacher. A plausible explanation for this association is that the mentor is the first point of contact for parents. The quality of the mentorship in the school is thus an important indicator for parents of the quality of the education in the school.

More than 30% of the variance in the opinions of both the parents and students about the inclusivity of the individual guidance provided during lessons was explained by the mean school scores for the educational professionals with regard to such. Similarly, the mean school scores of the educational professionals for the customized nature of the educational programme exerted a reasonably large effect on the scores of the parents (39%) and students (31%) with regard to such. In short, without capitalizing on possible multiple collinearity, we can conclude that to the extent that the school judges the guidance offered students to be more inclusive, parents and students do the same.

The results of the present study differ from the results of other studies in two ways. First, it was found that in the perceptions of parents and students in general the guidance in the school was an important inclusive characteristic and for not just students with special needs. In other words, inclusive guidance made a difference for every student. This research outcome can also thus be taken as support for the importance of personalization in education for which there is considerable attention these days, worldwide and in the Netherlands. The manner in which the inclusive variables were operationalized in the present research can contribute to the development of a self-evaluation framework to help personalize inclusive education. Second, opinions at the level of the school as opposed to the individual were measured in the present research. Comparison of the quality of the inclusive quality of the education as measured in the present research with that measured by the Educational Inspectorate, for example, might thus be of interest, particularly with regard to the implementation of the Educational Fit Act (Staatsblad, 2012).

It should be noted with regard to the present research that it was not possible to nest the data from the parents and students or couple the data from the parents and students to, for example, the mentor. These points should thus be taken into consideration when considering the inclusive quality of a self-evaluation. Therefore, a more accurate tuning of background variables of the instruments is needed at the start of a school self-evaluation. For such school self-evaluation, advice on the analysis of the results is not always sought ahead of time, which can be seen to result in limitations on the possibilities for analysis at a later stage in the evaluation. In the present study, we nevertheless succeeded with the help of mixed methods modelling to answer our research questions.

The purpose of the present research was to gain insight into the realization of a regular school culture which is inclusive for students with special educational needs and also recognized as such by both parents and students. For many schools, closer involvement of parents and students is still needed (Ainscow, Booth, & Dyson, 2006; Blok et al., 2014; Hargreaves & Shirley, 2009). The present research showed the self-evaluations of educational professionals on a number of characteristics of inclusive education to be reflected in the judgements of parents and students, particularly in the domain of guidance. Particularly the guidance of a mentor or specially appointed teacher, individual guidance during lessons and an customized educational programme make impression on parents and students. This does not mean that the other characteristics of inclusive education are less important than the inclusive guidance characteristics. A logical assumption, for instance, is that individual guidance in the lesson can only be provided when the school support structure and learning environment are arranged to allow this. In the present research, we also therefore examined interaction effects: the extent to which the care structure strengthened, for example, the effects of the characteristics of the guidance offered by the school. None of the interaction effects were found to be significant, however. In follow-up research, preferably with nested data, it is therefore recommended that the testing of structural models containing both direct and indirect effects be made possible.

A number of studies have shown both educational professionals and parents to have 'cold feet' when it comes to inclusive education (Antonopoulou, et al., 2011; Blok et al., 2014; De Boer, et al., 2010; De Bruin, et al., 2012; Hornby & Witte, 2010; Gasteiger-Blicpera, et al., 2012). In follow-up research on inclusive education, it is therefore recommended that the manner in which an inclusive school culture develops itself be examined. Important questions in this regard are which factors and interventions promote the development of an inclusive school climate and care structure, what role the school leadership plays in this and just how the cooperation within the network of internal and external experts, parents and other external care providers works. Ideally, research into such developments should also allow for direct (data) feedback to the schools and local interpretation of the data in combination with possibilities for in-depth data analysis (Geijssel, et al., 2010; Vanhoof & Van Petegem, 2007). The design, analyses and results of the present self-evaluation research offer a starting point for the design of such studies. Also, the present results show just how much information the perceptions and opinions of students — the most important stakeholders — can contribute to the development of inclusive education in schools.

## Appendix A

Scales for specific characteristics of inclusive education according to education professionals

Scale	Description of the scale	Sample item
<b>Inclusive learning environment (IL)</b>		
Stimulating learning environment (IL-stim <sub>EP</sub> )	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 <sub>EP</sub> )	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 <sub>EP</sub> )	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>
<b>Inclusive guidance (IG<sub>EP</sub>)</b>		
Guidance of mentor or specially appointed teacher (IG-mentor <sub>EP</sub> )	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 <sub>EP</sub> )	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 <sub>EP</sub> )	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>
<b>Inclusive care structure (IS<sub>EP</sub>)</b>		
Individual action plan (IS-plan <sub>EP</sub> )	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-partner <sub>SEP</sub> )	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 <sub>EP</sub> )	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 <sub>EP</sub> )	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 <sub>EP</sub> )	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 <sub>EP</sub> )	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	$\alpha$	Min	Max	Mean	SD
Stimulating learning environment (IL-stim <sub>EP</sub> )	5	.75	1	4	3.02	.44
Safe learning environment (IL-safe <sub>EP</sub> )	5	.72	2	4	3.04	.42
Participatory learning environment (IL-partic <sub>EP</sub> )	4	.71	1	4	2.78	.46
Guidance by mentor / specially appointed teacher (IG-mentor <sub>EP</sub> )	6	.84	1	4	3.00	.49
Individual guidance during lessons (IG-lesson <sub>EP</sub> )	4	.65	1	4	2.89	.50
Customized program (IG-adapted <sub>EP</sub> )	7	.84	1	4	2.58	.59
Individual action plan (IS-plan <sub>EP</sub> )	4	.81	1	4	2.68	.69
Involvement of parents/caregivers in guidance (IS-partners <sub>EP</sub> )	4	.82	1	4	3.06	.57
Care coordinator (IS-care <sub>EP</sub> )	6	.92	1	4	3.07	.62
Care team (IS-team <sub>EP</sub> )	4	.89	1	4	2.93	.71
Consultation with external care partners from the school environment (IS-consult <sub>EP</sub> )	6	.89	1	4	2.96	.55
Coordination of internal and external guidance (IS-coord <sub>EP</sub> )	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
<b>Inclusive learning environment according to parents (IL<sub>P</sub>)</b>		
Stimulating learning environment (IL-stim <sub>P</sub> )	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 <sub>P</sub> )	The manner in which teachers and students deal with agreed-upon safety regulations and interaction rules.	My son/daughter feels safe at school.
<b>Inclusive guidance according to the parents (IG<sub>P</sub>)</b>		
Guidance of mentor or specially appointed teacher (IG-mentor <sub>P</sub> )	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 <sub>P</sub> )	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.
<b>Inclusive learning environment according to students (IL<sub>S</sub>)</b>		
Stimulating learning environment (IL-stim <sub>S</sub> )	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 <sub>S</sub> )	The manner in which teachers and students deal with agreed-upon safety regulations and interaction rules.	I feel safe at school.
<b>Inclusive guidance according to the students (IG<sub>S</sub>)</b>		
Guidance of mentor or specially appointed teacher (IG-mentor <sub>S</sub> )	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 <sub>S</sub> )	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.

## Appendix D

Correlations between scale scores for education professionals, parents and students (N = 56 schools)

Scales	IL-stim <sub>EP</sub>	IL-safe <sub>EP</sub>	IL-partic <sub>EP</sub>	IG-mentor <sub>EP</sub>	IG-lesson <sub>EP</sub>	IG-adapted <sub>EP</sub>	IS-plan <sub>EP</sub>	IS-partners <sub>EP</sub>	IS-care <sub>EP</sub>	IS-team <sub>EP</sub>	IS-consult <sub>EP</sub>	IS-coord <sub>EP</sub>	IL-stim <sub>S</sub>	IL-safe <sub>S</sub>	IG-mentors <sub>S</sub>	IG-lessons <sub>S</sub>
<b>Education professionals</b>																
1. Stimulating learning environment (IL-stim <sub>EP</sub> )																
2. Safe learning environment (IL-safe <sub>EP</sub> )	.67**															
3. Participatory learning environment (IL-partic <sub>EP</sub> )	.49**	.37**														
4. Guidance by mentor or specially appointed teacher (IG-mentor <sub>EP</sub> )	.67**	.50**	.42**													
5. Individual guidance during lessons (IG-lesson <sub>EP</sub> )	.38**	.24*	.40**	.61**												
6. Customized programme (IG-adapted <sub>EP</sub> )	.59**	.39**	.57**	.67**	.47**											
7. Individual action plan (IS-plan <sub>EP</sub> )	.41**	.26*	.43**	.57**	.36**	.66**										
8. Involvement of parents/caregivers in guidance (IS-partners <sub>EP</sub> )	.57**	.35**	.29**	.76**	.70**	.62**	.58**									
9. Care coordinator (IS-care <sub>EP</sub> )	.54**	.45**	.40**	.63**	.52**	.52**	.37**	.64**								
10. Care team (IS-team <sub>EP</sub> )	.25*	.12	.23*	.41**	.35**	.37**	.20	.53**	.46**							
11. Consultation with external partners from the school environment (IS-consult <sub>EP</sub> )	.57**	.39**	.30**	.71**	.51**	.42**	.40**	.66**	.57**	.67**						
12. Coordination of internal and external guidance (IS-coord <sub>EP</sub> )	.54**	.46**	.27*	.70**	.40**	.51**	.40**	.63**	.64**	.73**	.85**					

**(Continuation of Appendix D)**

Scales	IL-stim <sub>p</sub>	IL-safe <sub>p</sub>	IL-partic <sub>p</sub>	IG-mentor <sub>p</sub>	IG-lesson <sub>p</sub>	IG-adapted <sub>p</sub>	IS-plan <sub>p</sub>	IS-partners <sub>p</sub>	IS-care <sub>p</sub>	IS-team <sub>p</sub>	IS-consult <sub>p</sub>	IS-coord <sub>p</sub>	IL-stim <sub>p</sub>	IL-safe <sub>p</sub>	IG-mentor <sub>p</sub>	IG-lesson <sub>p</sub>	IL-stims	IL-safes	IG-mentors	IG-lessons
	<b>Parents</b>																			
13. Stimulating learning environment (IL-stim <sub>p</sub> )	-.01	-.05	.19	.02	-.10	.33**	.44**	.08	.01	-.16	-.25*	-.17								
14. Safe learning environment (IL-safe <sub>p</sub> )	.03	.00	.19	-.03	-.12	.22*	.25*	-.06	-.05	-.26*	-.25*	-.20	.86**							
15. Guidance by mentor or specially appointed teacher (IG-mentor <sub>p</sub> )	.11	.02	-.04	.25*	-.01	.26*	.14	.17	.19	-.08	-.07	.01	.55**	.56**						
16. Individual guidance during lessons (IG-lesson <sub>p</sub> )	.28*	.12	.18	.34**	.14	.50**	.47**	.33**	.26*	-.10	-.06	.03	.77**	.68**	.76**					
<b>Students</b>																				
17. Stimulating learning environment (IL-stim <sub>s</sub> )	-.03	-.07	.01	.12	.08	.24*	.20	.29**	.30**	.13	-.01	.05	.45**	.28*	.52**	.55**				
16. Safe learning environment (IL-safe <sub>s</sub> )	.16	.19	-.03	.31**	.23*	.24*	.07	.31**	.37**	.18	.13	.22	.21	.29**	.51**	.52**	.61**			
19. Guidance by mentor or specially appointed teacher (IG-mentor <sub>s</sub> )	.19	.19	-.08	.44**	.20	.34**	.22*	.37**	.37**	.03	.08	.14	.28*	.18	.73**	.68**	.56**	.71**		
20. Individual guidance during lessons (IG-lesson <sub>s</sub> )	.27*	.18	.08	.43**	.21	.51**	.32**	.36**	.33**	-.01	.02	.09	.47**	.40**	.76**	.81**	.63**	.68**	.87**	