

# Scale for Classroom Management in Inclusive Schools (InClass)

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## **Abstract**

The "Scale for Classroom Management in Inclusive Schools (InClass)" is an assessment tool with which to measure the extent of classroom management in inclusive schools. InClass enables teachers or staff also involved in the teaching process to assess classroom management. InClass focuses on heterogeneous groups of students in inclusive settings in order to meet the needs and learning requirements of all students, with and without special educational needs.

A total of three subscales are offered:

The Adaptive Teaching Scale (ATS) focuses on how teaching staff adapt their teaching to the heterogeneity of the students. The Relationship Scale (RS) focuses in equal measure on developing and strengthening both the teacher-student and the student-student relationships. The Behavior Management Scale (BMS) focuses on preventing classroom disruptions in order to maximize learning time for all students.

## **Keywords**

Inclusive Schools, Classroom Management, Adaptive Teaching Scale (ATS), Relationship Scale (RS), Behavior Management Scale (BMS)

## Contents

<b>Adaptive Teaching Scale (ATS)</b> .....	1
<b>Relationship Scale (RS)</b> .....	2
<b>Behavioral Management Scale (BMS)</b> .....	3

## Adaptive Teaching Scale (ATS)

*This scale is about how teaching staff adapt their teaching to the heterogeneity of the students.*

		does not apply (never/ not pre- sent/not observed) (1)	rarely applies (several times a month) (2)	applies now and then (weekly) (3)	often true (several times a week) (4)	always/ fully true (daily) (5)
A1	Teaching staff record students' learning levels and needs on an individualized and ongoing basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2	Teaching staff give feedback to the students mainly on the basis of their learning development and individual improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A3	Teaching staff adapt worksheets, support materials, and assessment tests according to the needs of all students to ensure the fullest possible participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A4	Teaching staff design the learning environment to be accessible, barrier-free and understandable for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A5	Teaching staff purposefully use linguistic aids (pictograms, symbols, posters, etc.) in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A6	Teaching staff strongly ritualize and structure lesson phases and transitions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A7	Teaching staff purposefully introduce new procedures, methods and ways of working to be mastered by all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Relationship Scale (RS)

*This scale focuses in equal measure on developing and strengthening both the teacher-student and the student-student relationships.*

		does not apply (never/ not pre- sent/not observed) (1)	rarely applies (several times a month) (2)	applies now and then (weekly) (3)	often true (several times a week) (4)	always/ fully true (daily) (5)
B1	Teaching staff use methods to actively support the teacher-student relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2	Teaching staff use prejudice-conscious and stereotype-free language in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3	Teaching staff give feedback to all students in an appreciative manner and only address differences in order to meet needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B4	Teaching staff make sure that all students value their fellow students' individuality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B5	Teaching staff support positive interaction in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B6	Teaching staff ensure that all students feel comfortable in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B7	Teaching staff actively work against exclusion and stigmatization in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Behavior Management Scale (BMS)

*This scale aims at preventing classroom disruptions in order to maximize learning time for all students.*

		does not apply (never/ not pre- sent/not observed) (1)	rarely applies (several times a month) (2)	applies now and then (weekly) (3)	often true (several times a week) (4)	always/ fully true (daily) (5)
C1	Teaching staff make sure that the rules agreed upon to be applied in class are transparent to the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2	Teaching staff adapt rules to suit individual students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3	Teaching staff use principles of positive reinforcement and motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4	Teaching staff ensure that all students make optimal use of their learning time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C5	Teaching staff resolve critical situations with students after lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C6	In critical situations, teaching staff react calmly and clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C7	Support is provided in emergency situations (training room, school social work, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>