**Appendix**

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| KIESEL questions | Number of Responses | | | |
| Disagreea | Neutral | Agreeb | |
| **Category A: Beliefs about the design of inclusive lessons.** |  |  |  |
| Q1: Inclusive education can be organized so that it is equitable for all students. | 3 | 11 | 8 |
| Q2: Inclusion of children with intellectual delays reduces the quality of instruction for non-disabled students. (reverse-coded) | 10 | 8 | 4 |
| Q3: Instruction can generally be designed to accommodate all children. | 4 | 4 | 14 |
| Q4: Inclusion of children with disabilities causes a general decrease in achievement levels. (reverse-coded) | 16 | 2 | 4 |
| **Category B: Beliefs about the effects of inclusive education.** |  |  |  |
| Q5: Inclusion of students with disabilities in mainstream classrooms can be profitable for students without disabilities. | 0 | 3 | 19 |
| Q6: Students with disabilities cannot improve their autonomy in mainstream classrooms. | 20 | 2 | 0 |
| Q7: Students with disabilities have higher learning gains when taught in mainstream classrooms. | 3 | 12 | 7 |
| Q8: Students with disabilities should be given every opportunity to participate in mainstream classroom life. | 19 | 3 | 0 |
| **Category C: Beliefs about the influence of student behavior in inclusive instruction.** |  |  |  |
| Q9: Students with disabilities are likely to disrupt mainstream instruction. | 12 | 10 | 0 |
| Q10: In an inclusive classroom, the teacher’s attention is not drawn exclusively to students with disabilities. | 1 | 6 | 15 |
| Q11: The higher freedom in the mainstream class can cause students with disabilities to become disoriented. | 10 | 10 | 2 |
| Q12r: The extra attention that students with disabilities demand is to the disadvantage of students without disabilities. | 7 | 12 | 3 |
| **Category D: Self-efficacy in relation to the organization of inclusive instruction.** |  |  |  |
| Q13: I can organize lessons so that even children with intellectual developmental delays can reach their goals at their own pace. | 10 | 3 | 9 |
| Q14: I can differentiate a lesson so that children with intellectual disabilities can also actively participate. | 8 | 6 | 8 |
| Q15: I can provide appropriate learning opportunities for each child, even with the most significant differences in ability. | 6 | 9 | 7 |
| Q16: I can also organize lessons so that even highly gifted children are challenged. | 4 | 9 | 9 |
| **Category E: Self-efficacy related to dealing with classroom disruptions.** |  |  |  |
| Q17: I can calm a student who is disruptive. | 1 | 5 | 16 |
| Q18: I can prevent disruptive behavior in the classroom before it occurs. | 1 | 5 | 16 |
| Q19: I can design my lessons so that disruptive behavior does not occur. | 0 | 14 | 8 |
| Q20: I can suppress disruptive behavior in the classroom. | 1 | 8 | 13 |

*Note.* All questions have been translated from German into English.

a Includes the responses *strongly disagree* and *disagree*.

b Includes the responses *strongly agree* and *agree*.