

Supplementary material – Items included in the pilot version of the Quality of Life Index for Primary Education

This document includes the 96 items obtained in the Delphi study, which are included in the pilot version of the Quality of Life Index for Primary Education.

IMPORTANT – HOW TO CITE THIS DOCUMENT
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Material wellbeing:

1. He/she has the technical aids that he/she needs (e.g., glasses, wheelchair, crutches, Perkins Braille, etc.).
2. He/she has the necessary equipment to carry out school activities (e.g., books, notebooks, reading and writing materials, sports equipment, etc.).
3. His/her equipment is replaced or repaired when it is well-worn or deteriorated.
4. He/she can loan school equipment in his/her school or in the community which meets his/her educational needs (e.g., bilingual dictionaries, books, laptops, drawing equipment, etc.).
5. With the objective of guaranteeing his/her attendance in the activities organized by the school, the resources that he/she needs are provided (e.g., financial aid, adapted transportation, reference person, etc.).
6. People of the student's circle are informed about the resource of the community (e.g., social, health and educational resources)
7. The school has the specialized support staff required by the student being assessed (e.g., hearing and language specialist, therapeutic pedagogy specialist, physiotherapist, sign language interpreter, etc.).
8. The school has the necessary support equipment to ensure communication for all students (e.g., computer applications, augmentative and alternative communication systems, etc.).
9. There is effective communication between the educational team and the families with respect to inform of the supports that the student needs.
10. The school makes the most of community resources (e.g., social, health, educational and cultural resources) to respond to student's needs.
11. The school is physically accessible (i.e., there are ramps, elevator, adapted bathroom, etc.).
12. The school is cognitively accessible (i.e., information is provided through different routes, such as auditory, visual, tactile, etc.).

Physical wellbeing:

13. He/she does exercise according to his/her personal characteristics.
14. He/she has healthy eating habits (e.g., he/she eats a varied and nutritious diet, he/she drinks an adequate amount of water, etc.).
15. He/she has healthy personal hygiene and healthy self-care conditions.
16. His/her physiological needs (e.g., to go to the bathroom, to rest, to move) are respected in the educational dynamic.
17. He/she knows how to act if he/she has a healthy problem (e.g., stomach ache, nausea, epileptic seizure, etc.).

18. The education team and the support staff have relevant about his/her health status (i.e., an assessment has been done and the results have been reported to the education team).
19. The education team and the support staff know how to respond to the student's healthy needs.
20. School conditions ensure student's safety (e.g., specific measures are taken to avoid risks such as falls or blows).
21. The lighting and noise conditions of the center are adequate for his/her needs (i.e., they do not disturb his/her well-being).
22. School community favors his/her participation in activities that encourage the acquisition of healthy habits (e.g., with respect to sleep, nutrition and physical activity).
23. The school collaborates with other community services (e.g., Health and Social Services) in a common strategy to prevent health problems (e.g., nutrition or physical exercise campaign).
24. There is effective communication between the school staff and the staff of the health centers the student attends, in order to develop strategies to promote his/her well-being (respecting data protection and his/her rights).

Emotional wellbeing:

25. He/she puts up resistance to go to class (e.g., he/she cries, he/she has tantrums, he/she makes excuses, etc.).
26. He/she feels satisfied with his/her abilities and skills.
27. He/she enjoys time outside the classroom (e.g., recess, lunch hour, transport, etc.).
28. He/she receives support from people of the educational community (e.g., teachers, family members, students, etc.) when he/she is in a situation that causes him/her discomfort.
29. He/she receives positive feedback from people of the educational community about their schooling performance.
30. People of the educational context identify observable behaviors that express his/her emotional states (e.g., gestures of pleasantness, facial expressions of anger, postural expressions of discomfort, etc.).
31. People of his/her supports circle receive guidance to promote his/her wellbeing and his/her emotional development.
32. The educational team provides him/her with personalized attention, taking into account his/her emotional state, preferences and wishes.
33. The educational team records relevant aspects such as behavior, motivations, needs or interests (e.g., through a personal file).
34. His/her needs (e.g., emotional, social, academic, etc.) are assessed at the school with the goal of providing supports that promote his/her wellbeing.
35. Social-emotional competencies (e.g., emotional awareness, emotional regulation, emotional autonomy, social awareness) are tackled in the educational dynamics
36. Specific measures are taken to prevent disruptive behavior (e.g., self-injury, violence toward others, etc.).

Personal development

37. He/she has learning progress in the different subjects.
38. He/she has responsibilities in the educational context (e.g., to erase the blackboard, to collect and communicate student feedback to teachers, to play an important role in the peaceful coexistence campaign, etc.).

39. He/she has supports oriented to the organization and planning of time (e.g., agendas, flexible schedules, etc.).
40. He/she has opportunities to develop self-awareness.
41. People of his/her supports circle receive guidance to enhance his/her personal development.
42. The educational action builds on his/her previous knowledge and skills.
43. The educational team has positive expectations about the possibilities for him/her to acquire and develop competencies (e.g., social, emotional, musical, linguistic, mathematical or physical competences) at the school.
44. The educational team uses methodologies that favor their learning and motivation (e.g. collaborative work, peer tutoring, pedagogy corner, project methodology, etc.).
45. The school has the conditions for him/her to put into practice his/her competencies (i.e., social, emotional, musical, linguistic, mathematical, physical, etc.).
46. The school projects provide opportunities to acquire life skills (e.g., learning to use public transportation, orienting himself/herself, cooking, using new technologies, etc.).
47. The educational community offers activities aimed at acquiring fundamental life skills (e.g. cooperating with peers, thinking critically, being autonomous, asking for help, etc.).
48. The teaching-learning methodology is based on the principles of universal design for learning.

Self-determination:

49. He/she expresses his/her ideas and opinions in different educational moments (e.g., group work, assemblies, debates, master classes, etc.).
50. He/she searches for alternatives when he/she finds difficulties in achieving his/her goals.
51. He/she communicates personal needs (e.g., if he/she needs to go to the bathroom, if she/he has hungry, etc.).
52. He/she asks for help when he/she has a necessity (e.g., when he/she has doubts, when he/she needs support for an activity, etc.).
53. He/she expresses which activities he/she enjoys and which activities he/she does not enjoy.
54. He/she cooperates with peers to achieve personal and collective goals.
55. He/she chooses leisure time activities (e.g., recess, after school, weekends, etc.) based on his/her preferences and desires.
56. People of his/her supports circle receive guidance to promote his/her wellbeing and his/her self-determination (e.g., how to facilitate the development of his/her autonomy, how to enhance his/her capacity for choice and control, etc.).
57. Teachers take into account his/her opinions and preferences with the aim to design the different classroom and center activities.
58. The school provides opportunities for him/her to express his/her opinion (e.g. through assemblies, tutorials, meetings, etc.).
59. The methodology used provides him/her with opportunities to practice skills (e.g., decision making, problem solving, etc.).
60. The educational community provides him/her with opportunities to make proposals for improvement related to the action of the center and the community.

Interpersonal relations:

61. He/she has friends.
62. He/she interacts with peers during break times (e.g., between classes, at recess, at the end of the school, etc.).

63. He/she trusts teachers and support staff (e.g., he/she can tell them about problems, concerns, successes, etc.).
64. He/she has opportunities to work in teams with peers (with and without Specific Educational Support Needs).
65. He/she participates in projects that encourage cooperation and mutual aid among students (e.g., peer tutoring, mentoring programs, etc.).
66. He/she uses a communication system that is understood in different contexts (e.g., educational, family, community, etc.).
67. He/she has difficulties in conflict management.
68. He/she encounters barriers to relating to other people.
69. The educational team promotes the learning of various social skills (e.g., active listening, courtesy, assertiveness and respect).
70. School community proposes activities that facilitate the maintenance and growth of his/her social network.
71. People of school community use a communication system adapted to his/her needs (e.g., use language that is accessible to him/her, use visual aids, etc.).
72. There are coexistence problems, in the school contexts, in which he/she is involved.

Social inclusion:

73. He/she participates in inclusive activities in the community (e.g., leisure activities, cultural activities, etc.).
74. He/she has a sense of belonging to his/her group/classroom.
75. He/she participates equally in group activities.
76. He/she encounters barriers that hinder his/her participation in classroom and school activities.
77. He/she encounters barriers to accessing and participating in diverse community services (e.g., transportation, libraries, civic centers, sports centers, swimming pools, etc.).
78. He/she is encouraged to participate in inclusive play at recess (e.g., through dynamic playgrounds).
79. The educational team and support staff promote their active participation in the development of the different activities.
80. The educational team and support staff promote his/her active participation in the development of the different activities.
81. He/she is segregated in the school (e.g., he/she is separated in a specific classroom due to his/her characteristics and needs).
82. The methodology used is characterized by the principles of multilevel teaching (i.e., flexibility, personalization and inclusion).
83. The educational team exchanges information with the people in his/her circle of support in order to promote the student's participation in the community.
84. His/her family actively collaborates in the school.

Rights:

85. He/she knows his/her rights (i.e., it has been proven that he/she knows and understands them).
86. He/she has the necessary supports to exercise and defend her/his rights.
87. He/she can express himself/herself freely, without infringing on the rights of others.
88. He/she knows how to identify when any of his/her rights are being violated.

89. He/she suffers some degree of harassment or violence (verbal, physical or psychological).
90. His/her identity and expression (e.g., ethnic, gender, cultural, etc.) are respected in the educational context.
91. The school community develops activities to make him/her aware of their rights (e.g., murals, games, role-playing, etc.).
92. The school community develops specific actions to avoid situations of violence (verbal, physical and psychological).
93. People of the school community treat him/her with respect.
94. People of the school community know how to defend the rights of the students.
95. The school has mechanisms to ensure his/her protection (e.g., protocols against bullying, against violence in the family or community, against child abuse, etc.).
96. Specific measures are developed with the aim that diverse people (the student, his/her family and other people of his/her circle of support) can take part in making relevant decisions about the educational process.