

Teacher Survey: Perceptions of Multimodal Strategies for Students with IEPs

This brief survey was designed to collect teacher perceptions on the effectiveness and challenges of implementing multimodal instructional strategies for students with IEPs in inclusive settings. The responses supported an action research project focused on improving inclusive teaching practices.

1. What grade level(s) do you currently teach?

- K–5
- 6–8
- 9–12
- Other (please specify)

2. How many years of teaching experience do you have?

- 0–3 years
- 4–6 years
- 7–10 years
- 11–15 years
- More than 15 years

3. Please indicate your level of agreement with the following statements:

(Responses: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)

- a. I feel confident using multimodal strategies to support students with IEPs in my classroom.
- b. Technology-enhanced tools help improve engagement for students with IEPs.
- c. I have received adequate training to implement differentiated instruction for students with disabilities.
- d. Using multisensory techniques benefits students with IEPs.

- e. My school provides enough resources to implement multimodal strategies for inclusion.
- f. I regularly adjust instructional strategies based on students' IEP goals and progress.

4. What multimodal instructional strategy has been most effective in supporting your students with IEPs? Why?

(Open-ended)

5. What challenges do you face when implementing evidence-based strategies for students with IEPs in your inclusive classroom?

(Open-ended)