



Work Package 2 R2.8 **Needs Analysis Report**

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Deliverable Factsheet

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Project Title	PIVOT: Promoting Inclusive Instruction for Active Participation in Diverse Classrooms
Title of Document	Needs Analysis Report
Contributing Partners	ALL
Abstract	The report presents the results of a needs analysis carried out across Austria, Cyprus, Greece, and Romania to identify primary school teachers' instructional practices and training requirements for inclusive education. Using a survey of 260 teachers, the study examined the use of high-leverage practices (HLPs) and wordless texts in supporting students with diverse learning needs. Findings show that teachers value inclusive instructional strategies highly but report lower implementation frequency, particularly in areas such as active student engagement and technology use.

PIVOT's Needs Analysis Report

1. Introduction

Students with diverse learning needs (e.g., disabilities, low socio-economic family and/or culturally and linguistically diverse backgrounds) face academic and social barriers during classroom instruction. Classroom teachers are challenged daily to identify the best instructional practices and tools to meet the needs of all students. To this end, PIVOT project aims to support teachers' efforts in promoting inclusive instruction by: (a) designing and implementing an academic intervention program that promotes student active participation and oral language skills and (b) training and coaching primary classroom teachers to implement the classwide intervention for all students (particularly the ones with diverse learning needs).

As a first step in the project, we assessed the primary school teacher needs across the four participating countries (Austria, Cyprus, Greece, and Romania) utilizing a survey questionnaire (Work Package Activities 2.2-2.7). The survey explored teachers' views and experiences incorporating high-leverage practices and wordless texts. Specifically, the consortium examined the extent to which classroom teachers in primary schools utilize specific empirically based practices documented to be effective for diverse learners (see McLeskey et al., 2022) and whether/how they use wordless texts in their instruction (Arizpe et al., 2018).

2. Method

2.1 Sample

A total of 260 classroom teachers from primary schools in Austria, Cyprus, Greece, and Romania responded to the questionnaire. Specifically, the majority of survey respondents were from

Romania (37.69%), followed by Cyprus (33.85%), Greece (14.62%), and Austria (13.85%). This indicates a strong representation from Eastern and Southern Europe, with Romania contributing the largest group of participants. Figures 1 through 4 show that most respondents identified as female (90.77%), while male participants comprised just 8.85% of the sample. This gender distribution may reflect the gender representation of the Education sector in the participating countries. Over half of the respondents (55.38%) hold a Master's degree, and 40.38% have a Bachelor's degree. A smaller percentage (4.23%) possess a Doctoral degree. This shows a highly educated sample, with the vast majority holding postgraduate qualifications. The largest group of respondents reported 21–30 years of teaching experience (34.62%), followed by 11–20 years (26.15%). Additionally, 23.08% have more than 31 years of experience, and 16.15% reported 5–10 years. This indicates that the sample includes a significant number of veteran educators.

Figure 1. Teachers' gender distribution

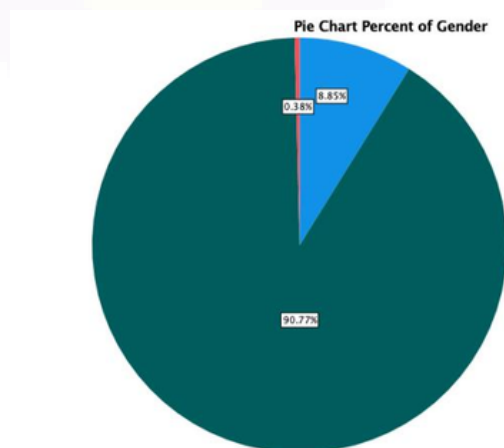


Figure 2. Teachers' age distribution

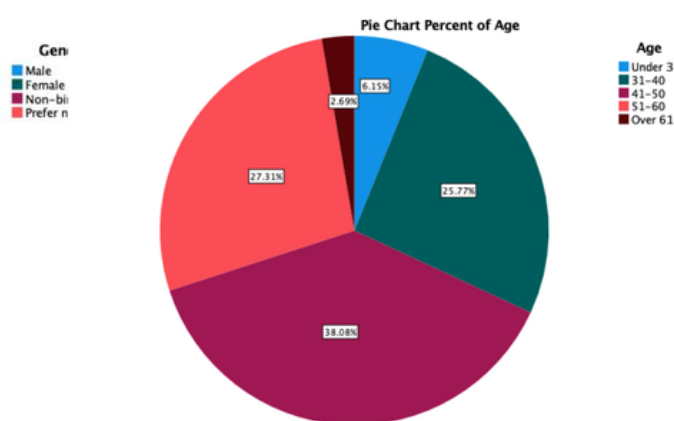


Figure 3. Teachers' teaching experience distribution

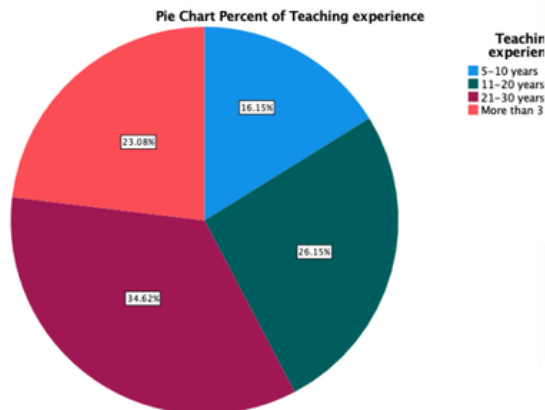
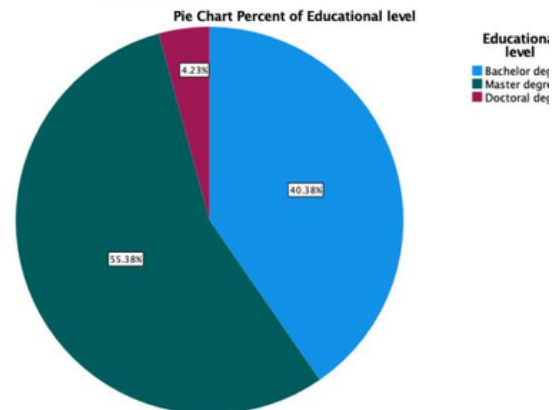


Figure 4. Teachers' distribution according to their highest qualification



2.2 Data collection tool and procedures A survey instrument was constructed and administered electronically via Microsoft Forms across

the four countries from March to April 2024. The survey was developed in English and then it was translated into three local languages (German, Greek, and Romanian) following the standardized procedure as presented in PISA 2018 Translation and Adaptation Guidelines.

The survey consisted of an introductory letter and two sections. The introduction described the research scope and objectives, the research partners, and the potential list of risks and benefits of participation. A consent form was presented explaining data privacy procedures, volunteer participation, and research team contact. Participants were invited to give their written consent prior to the start of the survey. The first section of the survey sought to obtain participant demographic variables related to country of residence, gender, age, teaching experience, academic level, and teaching experience with diverse learner groups. The second part was divided into two sub-sections: (a) Sub-section I examined classroom teacher views and experiences on

teaching students with diverse learning needs in general education classrooms. Specifically, teachers were asked to rate on a six-point Likert scale (1: not important to 6: I don't know) the usefulness of the 11 high-leverage practices (HLPs) (McLeskey et al., 2022). Then, participants were invited to rate on a five-point Likert scale (1:never to 5:always) the frequency of such HLPs in their daily teaching experience.

3. Results Across Countries

3.1 Views and Experiences Teaching Students with Diverse Learning Needs

Table 1 presents teachers' views and experiences on the importance and frequency of use of specific instructional practices for teaching and supporting students with diverse learning needs. Overall, the results indicate that teachers across Austria, Cyprus, Greece, and Romania highly value the 11 high-leverage practices supporting students with diverse learning needs, consistently rating their importance higher than their frequency of use (most mean scores > 4.0 on a 5-point scale). Specifically, teachers rated "Providing positive and constructive feedback" as the most important practice (overall mean of 4.76), and they also reported using it frequently (overall mean of 4.40). "Using strategies to promote active student engagement" was rated as the least important (overall mean of 4.37) and was also among the least frequently used (overall mean of 3.89).

Romanian teachers reported the highest average scores across most instructional practices, both in importance and frequency, indicating a stronger alignment of beliefs and practices. Cypriot and Greek teachers generally followed closely, particularly valuing explicit instructional strategies and scaffolded support, but reporting slightly lower implementation frequency. Austrian teachers

showed somewhat lower average scores in frequency, notably for practices involving explicit instruction, active student engagement and technology integration, suggesting potential areas for professional development. However, their ratings are still high overall. That is, Austrian teachers' scores for providing scaffolded support (importance) and providing feedback (frequency) are very high and comparable to those of other countries.

Table 1. Teachers' views and experiences on the importance and frequency of use of specific instructional practices for teaching and supporting students' with diverse learning needs.

	Austria (N = 36)		Cyprus (N= 88)		Greece(N=38)		Romania(N=98)		Overall (N=260)	
	IMP1	FRE2	IMP	FRE	IMP	FRE	IMP	FRE	IMP	FRE
	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)
1. Identifying and prioritizing long- and short-term learning goals.	4.25 (.841)	3.78 (.760)	4.62 (.700)	4.30 (.646)	4.61 (.495)	4.21 (.811)	4.70 (.541)	4.24 (.643)	4.60 (.653)	4.19 (.704)
2. Systematically designing instruction toward a specific learning goal.	4.69 (.467)	4.14 (.639)	4.68 (.635)	4.35 (.626)	4.64 (.683)	4.21 (.777)	4.63 (.634)	4.20 (.657)	4.66 (.618)	4.25 (.664)
3. Adapting curriculum tasks and materials to align with a specific learning goal.	4.50 (.697)	4 (.793)	4.66 (.567)	4.23 (.739)	4.61 (.688)	4.16 (.754)	4.8 (.552)	4.33 (.654)	4.68 (.605)	4.22 (.722)
4. Incorporating cognitive and metacognitive strategies in my instruction to support student learning and independence.	4.44 (.607)	3.69 (.822)	4.68 (.638)	4.08 (.791)	4.61 (.728)	4.03 (.788)	4.77 (.55)	4.26 (.678)	4.67 (.621)	4.08 (.771)
5. Providing scaffolded support to help students achieve their learning goals.	4.81 (.401)	4.11 (.523)	4.70 (.552)	4.11 (.765)	4.72 (.659)	4.11 (.831)	4.82 (.521)	4.39 (.668)	4.77 (.538)	4.22 (.719)
6. Using an explicit instructional approach (i.e., I do, we do, you do).	4 (.778)	3.44 (.773)	4.72 (.584)	4.08 (.805)	4.71 (.572)	3.89 (.831)	4.67 (.625)	4.28 (.622)	4.60 (.668)	4.04 (.785)
7. Using flexible grouping (e.g., same-ability groups, mixed-ability groups).	4.14 (1.046)	3.75 (.841)	4.29 (.861)	3.66 (.883)	4.08 (1.079)	3.66 (1.047)	4.64 (.632)	4.18 (.694)	4.37 (.872)	3.87 (.869)
8. Using strategies (e.g., choral responding, YES/NO printed cards, etc.) to promote active student engagement.	3.29 (.987)	2.92 (.732)	4.55 (.777)	4.02 (.922)	4.38 (.893)	3.71 (.984)	4.61 (.654)	4.20 (.703)	4.37 (.895)	3.89 (.928)
9. Integrating assistive and instructional technologies (e.g., game apps) in my lesson.	3.81 (.980)	3.28 (.701)	4.46 (.728)	3.77 (.798)	4.31 (.867)	3.71 (.898)	4.69 (.586)	4.19 (.698)	4.43 (.791)	3.85 (.821)
10. Providing intensive instruction to students who require additional support to meet their learning goals.	4.54 (.741)	3.81 (.920)	4.34 (.835)	3.66 (.921)	4.43 (.85)	3.76 (.786)	4.75 (.562)	4.28 (.670)	4.54 (.749)	3.93 (.856)
11. Providing instruction across time and school settings to help students maintain and generalize a new learning goal.	4 (.950)	3 (1.171)	4 (1.03)	3.39 (1.087)	4.35 (.824)	3.63 (.883)	4.66 (.734)	4.35 (.660)	4.31 (.931)	3.73 (1.057)
12. Providing positive and constructive feedback.	4.86 (.355)	4.31 (.624)	4.75 (.510)	4.42 (.738)	4.71 (.572)	4.37 (.913)	4.74 (.62)	4.43 (.658)	4.76 (.545)	4.40 (.720)

¹ Importance scale (1=Not at all important...5=Very important)

² Frequency of use scale (1=Never...5=Always)

3.2 Teacher Experiences with Using Wordless Texts

Table 2 and Figure 6 show teachers' experiences with using wordless texts. As Table 2 shows, a substantial percentage of teachers (73.1% overall) use wordless texts in their teaching practice.

Romanian teachers have the highest percentage of teachers using wordless texts (80.6%), followed by Austrian teachers (75%) and Cypriot teachers (70.5%). Greek teachers have the lowest percentage in the sample reporting use of wordless texts (57.9%).

Table 2. Percentage of teachers using texts without words in their teaching practice

	Austria (N = 36)	Cyprus (N = 88)	Greece (N=38)	Romania (N=98)	Overall (N=260)
No	25	29.5	42.1	19.4	26.9
Yes	75	70.5	57.9	80.6	73.1

Regarding teachers' experience with different types of wordless texts, wordless picture books are the most frequently used type of wordless text, followed by silent videos and wordless story cards (see Figure 6).

Figure 6. Teachers' experience with different types of wordless texts

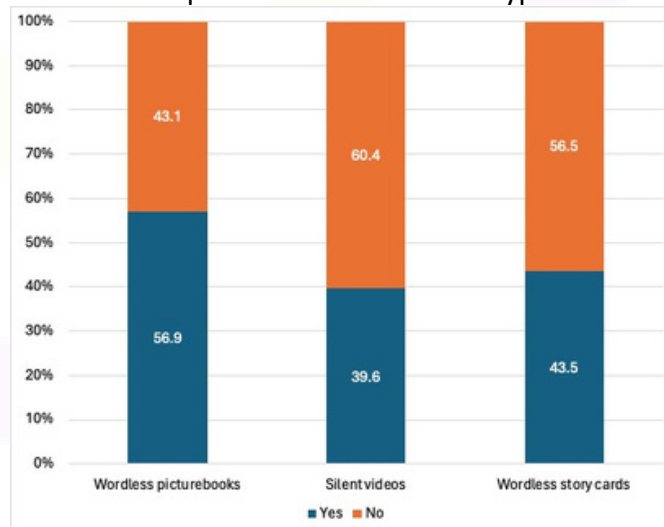


Table 3 presents the frequency with which teachers incorporate wordless texts into their teaching and their views on the challenges and collaboration associated with their use. Overall, teachers incorporate wordless texts into their practices with moderate frequency (overall mean of 3.13). They also generally agree that finding wordless texts for diverse subjects can be challenging (overall mean of 3.13). Collaboration with colleagues to explore innovative ways to incorporate wordless texts occurs with moderate frequency (overall mean of 2.91). More specifically, teachers from Romania report higher integration frequencies (mean=3.28), suggesting effective incorporation of wordless texts into regular teaching practices. Cyprus, Greece, and Austria present lower frequencies (around 3 on a 5-point scale), indicating moderate yet less consistent integration. Teachers from Cyprus and Greece highlight difficulties in finding suitable wordless texts for diverse subjects (mean ~3.5), pointing towards resource gaps.

Teachers in Romania and Austria report less difficulty (mean 2.85 for both). Collaboration with

colleagues on using wordless texts appears relatively infrequent overall. Romania reports the highest frequency (mean 3.23), while Austria reports the lowest (mean 2.33).

Table 3. Items on teacher experience with using wordless texts (Frequency scale: 1=Never....5=Always)

	Austria (N = 27)	Cyprus (N = 62)	Greece (N=22)	Romania (N=79)	Overall (N=190)
2. I incorporate wordless texts into my teaching practices.	2.96 (.649)	3.06 (.624)	3 (.69)	3.28 (.598)	3.13 (.633)
3. I have difficulties finding wordless texts for diverse subjects (e.g., history, math, etc.).	2.85 (.718)	3.47 (.738)	3.55 (.671)	2.85 (.786)	3.13 (.822)
3. I collaborate with colleagues to explore innovative ways to incorporate wordless texts into my lessons.	2.33 (.877)	2.81 (.884)	2.77 (1.11)	3.23 (.80)	2.91 (.924)

3.3 Teacher Views About Integrating Wordless Texts into an Inclusive Classroom

Table 4 presents teachers' views on using wordless texts to teach students with diverse needs in an inclusive classroom. The majority of teachers agree that integrating wordless texts enhances student engagement (overall mean of 3.78 on a 5-point scale) and improves language skills (overall mean of 3.68 on a 5-point scale). Teachers also express that selecting appropriate wordless texts can be challenging (overall mean of 3.44). Most teachers indicate they would be interested in using wordless texts to teach students with diverse learning needs (overall mean of 3.90) and recognize that these texts can be effectively combined with other instructional practices (overall mean of 3.89).

When comparing teachers across countries, it is noted that teachers in Cyprus exhibit the most positive views towards integrating wordless texts, particularly in enhancing active engagement (mean=4.03) and improving language skills (mean=3.90). Greek teachers also view integration positively, particularly in combining wordless texts with other instructional methods (mean=4.05). Both Cypriot and Greek teachers express the strongest belief that wordless texts enhance student engagement and improve language skills. They also report the highest interest in using them but perceive the greatest challenge in selecting appropriate texts. Romanian teachers, despite active use, perceive challenges in matching texts to students' needs and present a slightly lower interest in using them compared to others. Austrian teachers generally rate integration benefits lower, reflecting either cautious optimism or lower perceived effectiveness in their context. Their interest in using them is moderate.

Table 4. Statements on teachers' views using wordless texts to teacher students with diverse needs in an inclusive classroom (scale: 1=To a very small extent...5=To a very large extent)

	Austria (N = 36)	Cyprus (N = 88)	Greece (N=22)	Romania (N=98)	Overall (N=260)
1. I believe that integrating wordless texts in my lessons enhances the active engagement of students with diverse learning needs.	3.5 (.609)	4.03 (.734)	3.79 (.577)	3.66 (.885)	3.78 (.781)
2. I believe that using wordless texts improves the language skills of students with diverse learning needs.	3.33 (.717)	3.90 (.728)	3.71 (.515)	3.6 (.971)	3.68 (.821)
3. I think that selecting wordless texts to match the specific needs of students with diverse learning needs is challenging.	3.47 (.774)	3.92 (.82)	3.74 (.724)	2.88 (.998)	3.44 (.983)
4. I would be interested in using wordless texts to teach students of diverse learning needs.	3.81 (.710)	4.18 (.796)	4.13 (.578)	3.59 (.940)	3.90 (.855)
5. I recognize that wordless texts could be combined with other practices for teaching students with diverse learning needs.	3.31 (1.009)	4.23 (.707)	4.05 (.837)	3.73 (.832)	3.89 (.874)

3.4 Teacher Training Needs

Table 5 shows teachers' views on their training needs. Teachers expressed interest in receiving professional development training on inclusive teaching practices (overall mean of 3.91) and on using wordless texts in inclusive classrooms (overall mean of 3.95). More specifically, Greece and Cyprus show the highest interest levels (means around 4.2), reflecting readiness to enhance their inclusive teaching competencies. Interest in having professional development on wordless texts

is highest in Cyprus (mean 4.15) and Greece (mean 4.11), followed by Romania (3.85) and Austria (3.56).

Teacher participants were asked about their motivation for receiving trainings. Across all countries, strong motivators include the desire to learn effective inclusion strategies, design tailored activities, and emphasize a student-centered approach. Cyprus and Greece tend to rate these motivators highest. Their primary motivations for participating in such training include a desire to learn how to effectively include students with diverse learning needs (overall mean of 4.30) and designing tailored activities (overall mean of 4.40). Motivation for training is consistently high across all groups, especially in designing tailored activities and emphasizing student-centered approaches. Austrian teachers reported lower interest in training related to compliance with international inclusive education directives (mean=3.11), indicating either satisfaction with current knowledge or lesser perceived relevance. Furthermore, complying with directives is a stronger motivator in Romania (mean 4.06), Cyprus (3.90), and Greece (3.89) than in Austria (3.11).

Table 5. Teacher views on teacher training needs

Scale: 1=To a very small extent...5=To a very large extent	Austria (N = 36)	Cyprus (N = 88)	Greece (N=22)	Romania (N=98)	Overall (N=258)
1. I am interested in receiving professional development training on inclusive teaching practices.	3.5 (.941)	4.09 (.835)	4.21 (.777)	3.79 (1.096)	3.91 (.972)
2. I am interested in receiving professional development training on using wordless texts to teach students with diverse learning needs in an inclusive classroom.	3.56 (.939)	4.15 (.870)	4.11 (.727)	3.85 (1.087)	3.95 (.967)
3. What will be your motivation to participate in professional development training on inclusive teaching practices and wordless texts? (Scale: 1=Not at all important...5=Very important)					
3.1. Desire to learn including students with diverse learning needs effectively in an inclusive classroom	4.17 (.845)	4.48 (.773)	4.53 (.725)	4.10 (1.030)	4.30 (.897)
3.2 Understanding the conceptual tenets and pedagogical trends of inclusive education	3.78 (.898)	4.22 (.837)	4.37 (.786)	4.15 (.889)	4.15 (.870)
3.3 Designing activities tailored to students with diverse learning needs	4.25 (.841)	4.58 (.754)	4.55 (.686)	4.24 (.874)	4.40 (.816)
3.4 Emphasizing student-centered instructional approach	4.14 (.899)	4.48 (.742)	4.37 (.751)	4.28 (.847)	4.34 (.811)
3.5 Complying with European and international directives for inclusive education	3.11 (.919)	3.90 (1.083)	3.89 (1.085)	4.06 (.982)	3.85 (1.064)

Main Findings:

1. All four countries recognize the importance of inclusive instructional practices, though implementation frequency varies slightly. Romanian teachers reported high engagement and implementation in inclusive practices and wordless texts usage, possibly reflecting effective

national policies or strong institutional support. Austrian teachers demonstrate slightly lower scores across implementation and views, indicating either adequate existing measures or potential areas for enhancing inclusive teaching practices.

2. Wordless texts are used by a majority of teachers, particularly in Romania and Austria.

However, teachers in Greece and Cyprus report more difficulty finding suitable texts and express a higher need and interest in training related to both inclusive teaching and the specific use of wordless texts. However, Greek teachers reported moderate implementation of wordless texts, possibly due to resource constraints.

3. While interest in training is present in all countries, it appears strongest in Greece and Cyprus, driven primarily by pedagogical goals like designing activities and effective inclusion.

Compliance is a less significant motivator in Austria compared to the other nations.

Survey findings highlight clear strengths and targeted areas for improvement or further exploration in each country's approach to inclusive teaching practices and the integration of innovative educational tools like wordless texts. Thus, PIVOT project comes at a timely moment to respond to the above teacher needs on how they can meet the learning needs of their diverse students in general education classrooms and what instructional strategies and tools they can incorporate to allow all students to participate actively.

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