

No Teacher Left Behind: Educating Students with ASD and ADHD in the Inclusion Classroom

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The purpose of the present study was to evaluate the effects of a token economy on on-task behaviors by two seventh grade boys with varying disabilities within a public school inclusion classroom setting. At the end of the study, the participant identified with ASD increased his on-task behaviors approximately 52%. The participant identified with ADHD increased about 59% and decreased an average of 3.3 talk-outs per minute, although there were environmental limitations that impacted the design and confounded the ability to determine an educational effect. One specific limitation was the lack of support for the general education teacher to influence the learning environment to be conducive for the students who required more structure than the curriculum typically provided. It is likely that increased support from the administration to provide training and collaboration with special educators for general education teachers would have increased the on-task behavior and participation of both participants.

Keywords: teacher training, inclusion classroom, token economy, behaviorism, ASD, ADHD

The Effectiveness of Computer-Assisted Instruction for Teaching Mathematics to Students with Specific Learning Disability

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Using computers to teach students is not a new idea. Computers have been utilized for educational purposes for over 80 years. However, the effectiveness of these programs for teaching mathematics to students with specific learning disability is unclear. This study was undertaken to determine if computer-assisted instruction was as effective as other methods of instruction that do not use computers for teaching mathematics to these students. A two-week experimental research study with 36 male and 22 female participants was conducted to determine if a difference existed in the learning of high school students with specific learning disability who were taught using either computer-assisted instruction or instruction using teacher-directed activities. Since there is sparse educational research regarding the effectiveness of using computer-assisted instruction for teaching mathematics to students with specific learning disability, the results of this study provide a starting point for future research on this subject.

Keywords: Computer-Assisted Instruction, CAI, Mathematics, High School, Specific Learning Disability, SLD

Teacher Needs for Educating Children with Autism Spectrum Disorders in the General Education Classroom

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The purpose of this study was to gather information on experiences of general education teachers concerning inclusion practices for children with Autism Spectrum Disorders (ASD). In this case study third, fourth, and fifth grade general education teachers in a rural Southwest Missouri school district provided the data source to keep a narrowed focus on the needs of education teachers for inclusion. The sample accounted for 16 elementary education teachers. Surveys were sent to all third, fourth, and fifth grade general education teachers in the district. Perceptions of general education teachers on proper inclusion training were identified as necessary for the study; comprehensive sampling was utilized as all third, fourth, and fifth grade general education teachers had the opportunity to participate. The surveyed group of teachers had the opportunity to participate in focus groups with their same grade level peers to further elaborate on their experiences. The focus group questions were open-ended and conducted by the researcher. The study found the participants had minimal experience in preservice preparation with minor background knowledge on ASD. Limited knowledge of teaching strategies and experiences in collaboration were also noted. Finally, teacher efficacy was measured through the perceptions of preparedness, confidence, and effectiveness in educating children with ASD. Participants felt low efficacy levels in these areas. An eagerness to increase training for educating children with ASD was widespread.

Keywords: autism spectrum disorder, ASD, inclusion, teacher efficacy, professional development

