Appendices Materials for

"All Children Can and Should Have the Opportunity to Learn":

General Education Teachers' Perspectives on Including Children with ASD

who Require AAC

Erinn H. Finke, David McNaughton, and Kathryn D.R. Drager

The Pennsylvania State University

Address correspondence to:

Erinn H. Finke, M.S., CCC-SLP
Department of Communication Sciences and Disorders
The Pennsylvania State University
308 Ford Building
University Park, PA
USA 16802
814-863-2279
ENH109@psu.edu

Appendix A

Questions posted on on-line focus group

1. Describe a favorite moment involving a child with ASD who requires AAC in your general education classroom.

2. What supports were required in order for the child with ASD to be successfully included in the general education classroom? Think specifically in terms of supports needed by: (a) the general education teacher (you), (b) the child with ASD, (c) the other children in the classroom, (d) the other staff. Think specifically in terms of the support provided by: (a) Administration, (b) IEP team members, (c) Parents.

3. What are the benefits of including children with ASD in general education classrooms? Think about and comment specifically in terms of benefits to and for: (a) the general education teacher, (b) the child with ASD who required AAC, (c) the other children in the classroom, (d) the other staff, (e) learning support, (f) parents.

4. What adaptations have you used to support the inclusion of children with ASD who require AAC?

5. What are the negative impacts of including children with ASD who require AAC in general education classrooms? Think about and comment specifically in terms of the negative impacts on: (stakeholders mentioned above in #4).

6. What are the challenges to successful inclusion of children with ASD who require AAC?

7. What receommendations can you offer to: (a) other general education teachers, (b) other professionals, (c) school administrators, (d) parents, who are just beginning the inclusion process, or are just beginning an inclusion program?

Appendix B

Definitions of Coding Themes

1. *Benefits of Educational Inclusion.* Any comments relative to the positive outcomes resulting from the educational inclusion of children with ASD who require AAC in general education classrooms.

2. *Negative Impact of Educational Inclusion.* Any comments relative to the negative outcomes resulting from the educational inclusion of children with ASD who require AAC in general education classrooms.

3. *Challenges of Educational Inclusion.* Any comment directly related to a person, organization, situation or action that made the inclusion process more difficult/less effective.

4. *Supports for Educational Inclusion.* Any comment directly related to a person, organization, situation or action that supports the inclusion process, makes the inclusion process easier/better. These are statements relative to supports that are or have actually been provided within the classroom or school environments. Does not include statements about supports that are needed or are recommended for making the inclusion process better or easier.

5. *Recommendations.* Any comment that includes an ideal description of the way inclusion of children with ASD who require AAC in general education should happen. Any comment related to advice for those who are new to the inclusion process.