Table 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

TABLE 2

Summary of Coding and Examples from Participants

Themes	Sub-themes	Examples of issues discussed by participants
Benefits of inclusion	For students with ASD and parents	Participation in the classroom and with classmates
		Reduction in challenging behaviors
		Skill development
		Parents have access to a new social network
	For classmates	Increased awareness and acceptance of children with ASD
		Social, academic leadership skill development
	For teachers	Enjoyment of seeing progress made by all students
		Becoming a more effective teacher for all students
Negative impact of inclusion	For students with ASD who use AAC	Increase in stress as a result of irregular routines
		Environment with increased noise and activity
		Increase in challenging behaviors
	For classmates	Increased noise in classroom

		Challenging behaviors of child with ASD
		Frequent class interruptions for service provision
	For teachers	Increased time required for planning and preparation
		Increased noise in the classroom
		Increased pressure from parents
	For parents	Dissatisfaction with time/attention from teacher
		Unmet hopes/expectations for child with ASD
Challenges to inclusion	Parent-related challenges	Fight to get child with ASD included in the general education
		Finding an appropriate curricular match for their child.
	Team-related challenges	Need to schedule services and meetings
		Need to understand roles and responsibilities
		Need for time to collaborate
	Teacher-related challenges	Need for time
		Need for appropriate supports
		Need to accept child with ASD in the class

	Classmate-related challenges	Need to have answers to questions
		Need for equal time and attention
	Student with ASD who uses AAC-related challenges	Need to deal with increased environmental activity and noise
		Need for increased communication and social skills
Supports for inclusion	Parent-related supports	Daily communication with school professionals
		Provision of generalization opportunities
		Positive attitude about inclusion
	Administration-related supports	Provision of training
		Provision of time for collaboration
		Provision of needed tools and materials
	Team-related supports	Willingness to collaborate with other team members
		Push-in models of service provision

Teacher-related supports	Positive attitude toward the inclusion process
	Knowledge of individual student needs
	Promotion of understanding of diversity
	Adaptations to promote independent participation
Classmate-related supports	Willingness to help the student in the classroom