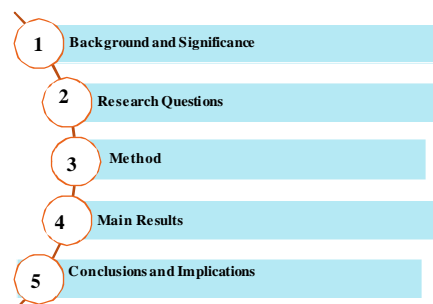


## How do teachers communicate their expectations to students with autism spectrum disorder? A clue from teacher behaviours

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### 1. Background and Significance

**Teacher expectations refers to:**

- Teachers' judgments relative to the current and future academic performance and classroom behaviour of their students, based upon their understanding of available information and can be evident at the individual, group and class level.

(Rubie-Davies, 2008)

### 1. Background and Significance

• Teacher expectations



• Student learning

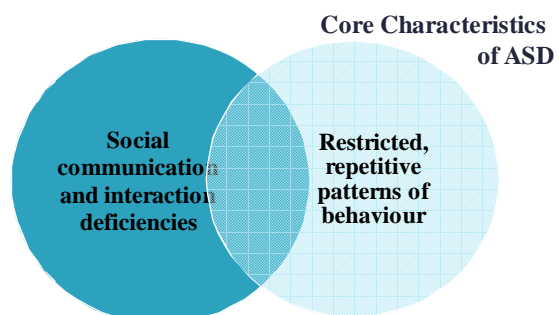
- (e.g. Good, 1987; 2008; Li, 2014; Rubie-Davies, Hattie, Townsend, & Hamilton, 2006; Rubie-Davies, 2008) .

### 1. Background and Significance

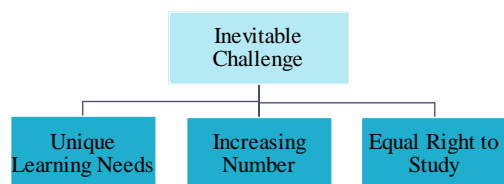


e.g. Brophy & Good, 1970; Brophy, 1985; Babad, 1993; Rubie – Davies, 2007 ).

### 1. Background and Significance



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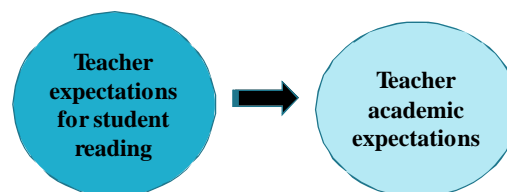
- Ivey (2007) focused on teacher expectations of future outcomes for students with ASD.
- Witmer and Ferreri (2014) examined teachers' general expectations for children with ASD as a part of their research.
- No studies examined teacher behaviours towards students with ASD based on teacher expectations for ASD those students.

## 2. Research Questions

- 1. What are the teacher expectations for students with ASD in terms of their academic achievement?
- 2. How do teachers interact with their students with ASD for whom they held specific expectations?

### 3.1 Educational background of New Zealand

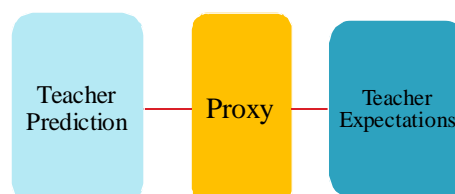
Both special schools and mainstream schools have provided more literacy programs than numeracy programs for children with special needs (Education Review Office, 2012)



### 3.1 Educational background of New Zealand

- All students are required to meet the **National Curriculum Standard**.
- The Central Region Special Schools Cluster (CRSSC) → **The Listening, Reading and Viewing Framework**
- Different reading assessment tools. e.g. e-asTTle, PATs or STAR reading test, PM Benchmark, or the P scale.

### 3.2 Method

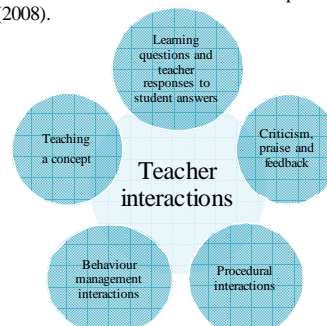


### 3.2 Method

	Student ability level	Dimension	Indicators
Teachers' report of student reading achievement and teachers' reading expectations	High special needs	Dimension one	The Listening, Reading and Viewing Framework
	Low or average special needs	Dimension two	National Curriculum Standard

### 3.2 Method

- **Measure:** The observation schedule developed by Rubie-Davies (2008).



### 3.3 Participants



27



23

### 3.4 Data Analysis

- Teacher expectations:  
Descriptive analysis.
- Teacher behaviours:  
the Kruskal-Wallis test;  
the Mann-Whitney U test.

### 4.1 Main Results

Teachers' report of student reading achievement and teachers' reading expectations

		Number of students
Teacher report	Dimension one	13
	Dimension two	21
Teacher expectations	Two levels of increase	3
	One level of increase	14
	Maintain at the same level	17

### 4.1 Main Results

#### Teacher groups

- **L2 group teachers:** Teachers expected their students to make two levels of increase in reading in one year
- **L1 group teachers:** Teachers expected their students to make one level of increase in reading in one year
- **LS group teachers:** Teachers expected their students to stay at the same level in reading in one year

## 4.2 Main results

**Overview:** 11 out of 21 sub-categories showed statistically significant differences between the three groups.

- Teacher interactions with significant differences and post hoc Mann Whitney U test

Kruskal Wallis test			Post hoc Mann Whitney U test (mean rank)		
Sub-category	Chi Square	Sig.	L2 group	L1 group	LS group
Prior knowledge	9.942	.007*	24.17	14.57	10.15
Demonstration	7.718	.021	20.83	15.96	9.20
Question further	6.815	.033*	24.67	13.18	11.95
Repeat student answer	10.260	.006*	9.00	10.71	20.10
Encouragement	7.487	.024*	21.17	14.61	11.00
Teacher rephrasing question	12.271	.002*	26.00	11.82	13.45
Supplying answer directly	18.721	.000**	9.00	9.79	21.40
Explanation	8.912	.012*	23.17	15.25	9.50
Simply praise	8.986	.011*	9.33	11.00	19.60
Feedback	8.647	.013*	20.67	16.50	8.50
Negative reactive comments	11.249	.004*	16.00	9.71	19.40

\* p < .05 \*\*p < .001

## 4.2 Main results

### Teaching a concept

There were statistically significant differences between the three groups with regard to using student prior knowledge and demonstrating a concept to students.

Medians, range and Kruskal-Wallis mean ranks for teaching statements by teacher group

Teaching statements	L2 group (n = 3)			L1 group (n = 14)			LS group (n = 10)		
	Median	Range	Mean rank	Median	Range	Mean rank	Median	Range	Mean rank
Orientation	1.00	0	14.00	1.00	3	16.52	1.00	1	10.85
Prior knowledge	2.00	2	24.17	.00	2	14.57	.00	1	10.15
Demonstration	2.00	1	20.83	1.00	5	15.96	.00	1	9.20
Explanation	.00	0	12.50	.00	1	15.39	.00	0	12.50

## 4.2 Main results

### Learning questions and teacher responses to student answers.

Sub-categories	Between group difference
Teacher responses to correct answers	
Praise with further comments	L1, L2> LS
Repeat student answer	LS> L1, L2
Question further	L2> L1, LS
Teachers responses to incorrect answers	
Encouragement	L2> LS
Teacher rephrasing questions	L2> L1, LS
Explanation	L1, L2 > LS
Supplying answer directly	LS> L1, L2
Ask other student	LS> L1, L2

## 4.2 Main results

### Criticism, praise and feedback.

- There were statistically significant differences between the teacher groups for praise and feedback.

Teacher responses	L2 group (n = 3)			L1 group (n = 14)			LS group (n = 10)		
	Median	Range	Mean rank	Median	Range	Mean rank	Median	Range	Mean rank
Praise	0.00	1	9.33	.50	1	11.00	2.00	3	19.60
Criticism	0.00	0	12.50	0.00	0	12.50	0.00	1	16.55
Feedback	5.00	1	20.67	5.00	4	16.50	2.00	6	8.50

## 4.2 Main results

### Behaviour management interactions.

Teacher responses	L2 group (n = 3)			L1 group (n = 14)			LS group (n = 10)		
	Median	Range	Mean rank	Median	Range	Mean rank	Median	Range	Mean rank
Positive preventive comments	0.00	0	11.50	0.00	2	16.32	0.00	0	11.50
Negative preventive comments	0.00	0	13.00	0.00	0	13.00	0.00	1	15.70
Positive reactive comments	0.00	0	5.00	1.00	4	15.82	1.00	2	14.15
Negative reactive comments	1.00	1	16.00	0.00	1	9.71	1.00	2	19.50

## 4.2 Main results

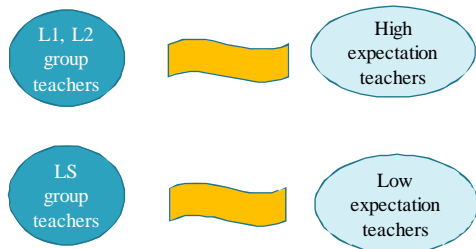
### Procedural interactions

- There was no statistically significant differences between the groups for procedural interactions.

Teacher responses	L2 group (n = 3)			L1 group (n = 14)			LS group (n = 10)		
	Median	Range	Mean rank	Median	Range	Mean rank	Median	Range	Mean rank
Procedural comments	1.00	3	10.83	1.00	2	12.25	2.00	5	17.40

### 5. Conclusions and implications

**Conclusions:** Teachers seem to hold diverse expectations for ASD students in terms of their reading.



### 5. Conclusions and implications

#### **Implications:**

- Identifying teacher expectations for children with ASD.
- Providing the relevant programme to enhance teacher expectations for students with ASD.
- The government, schools and teacher institutions need to provide consistent supports to individual teachers working with ASD students.

Thank you for your attention!