Preliminary Scale Development of a Teacher Self-Efficacy Scale for Students with Autism Spectrum Disorder

P20 Motivation and Learning Lab

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see blue. in everything we do.

What is This Study About?

- Teacher self-efficacy has been shown to affect motivation, stress levels, student achievement, job satisfaction, and amount of given effort.
- This study focuses on measuring the belief teachers hold about their ability to affect student learning - **teacher self-efficacy** (Bandura, 1997).
- This study is grounded in Bandura's (1986) social cognitive theory, which accentuates the importance of personal factors in influencing and being influenced by behaviors and environmental factors.

1 IN 68 *children are diagnosed with ASD every year*
(Centers for Disease Control & Prevention, 2015)

- Investigating the diverse processes involved in teaching children with ASD is an important and relevant area of research.

Purpose of Study

To assess general education teachers' self-efficacy for working with students with ASD

The goal of this study was to demonstrate evidence of test content and response processes through:

1. **Expert reviews**
2. **Cognitive interviews**

Participants

Phase 1: Expert Reviews

Experts in the field of ASD (*n* = 3)

Experts in the field of self-efficacy (*n* = 3)

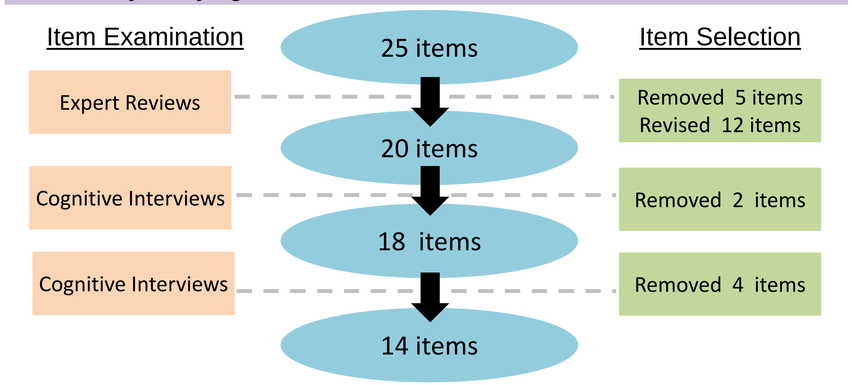
Phase 2: Cognitive Interviews

Certified K-12 Teacher (*n* = 10)

Note. The use of ASD throughout this poster refers to autism spectrum disorders

Method and Results

An original pool of 25 items was written following a review of current teacher self-efficacy scales. Full construct representation was also achieved by studying common teacher standards.



Teacher Self-Efficacy for Autism Scale (TSEAS)

"Please rate how certain you are that you can do the following tasks with regard to one particular student with autism. While completing this activity, please have one current or past student with autism in mind when ranking each of the following statements. If you have not taught a student with autism, please consider how certain you are that you can accomplish the following tasks in the occasion that you might have a student with autism in your class."

	Not certain at all	A little certain	Somewhat certain	Very certain
1 Motivate this student when he or she shows low interest on a topic	○	○	○	○
2 Keep this student on task during difficult assignments				
3 Resolve a disruptive behavior				
4 Sustain a positive student-teacher relationship				
5 Provide meaningful experiences				
6 Make expectations clear about classroom behavior				
7 Establish routines to keep activities running smoothly				
8 Gauge student comprehension				
9 Differentiate instruction when appropriate				
10 Accommodate assessments when necessary				
11 Facilitate appropriate social interactions with peers				
12 Manage transition times				
13 Address student's individual education plan (IEP) goals				
14 Collaborate with special educators (SPED)				

Guidelines Used During Scale Adaptation

The following guidelines are adapted from Kline (1986) and were used as steering principles for removal and deletion of items.

Items Should:

Be age appropriate.
"Assess this student's play skills"

Only carry one meaning.
"Use visual structure (pictures) to increase independence"

Provide maximal individual differences.
"Describe the implications for intervention based on this student's characteristics of autism"
changed to
"*Apply* the implications for intervention based on this student's characteristics of autism"

Items Should Not:

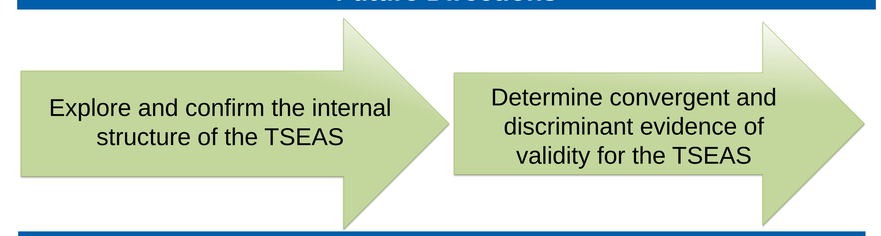
Be too vague or ambiguous.
"Teach this student academic skills"

Be endorsed by all.
"Generate teaching activities for this student"

Appear socially desirable.
"Increase opportunities for learning"

Be redundant.
"How well can you respond to defiant students?"
&
"How much can you do to calm a student who is disruptive or noisy?"

Future Directions



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