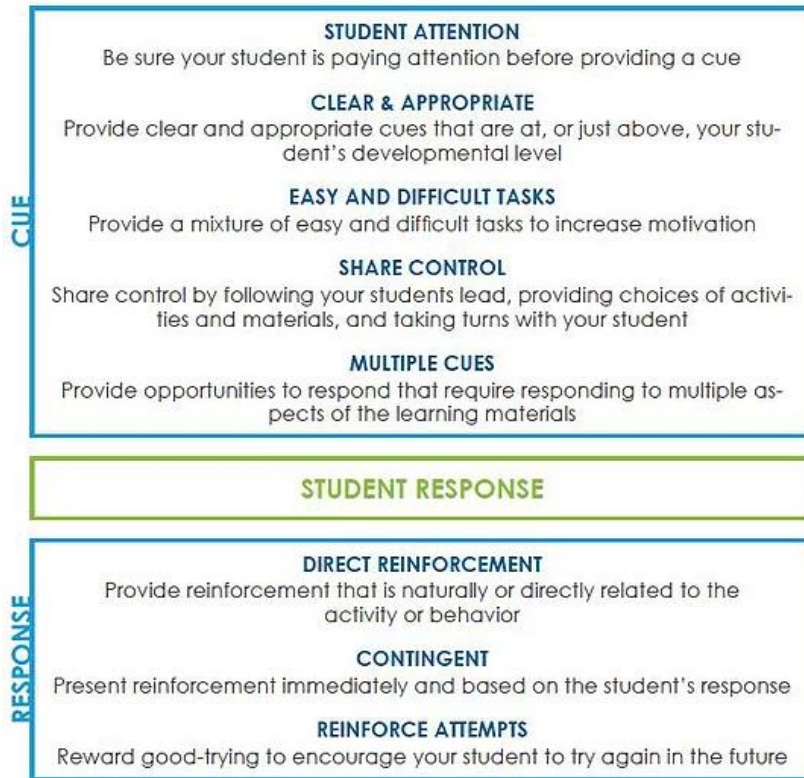


Examining the Experiences of General Education Teachers Including Students with ASD

Kelsey Oliver, Ph.D., BCBA & Danielle Christy, M.A., Licensed Educational Psychologist # 3165

Classroom Pivotal Response Treatment (CPRT)

Stahmer, Suhrheinrich, Reed, Schreibman, & Bolduc (2011)



- Naturalistic behavioral intervention
- Efficacious for educating students with ASD
- Adapted from Pivotal Response Treatment (PRT) by incorporating feedback from Special Education teachers
- CPRT could help facilitate inclusion of students with ASD in general education classrooms
- Research questions: how would/do general education teachers currently use CPRT strategies to support students with ASD in their classroom?
- How would they have to adapt CPRT strategies?
- What components of CPRT do they perceive to be challenging?

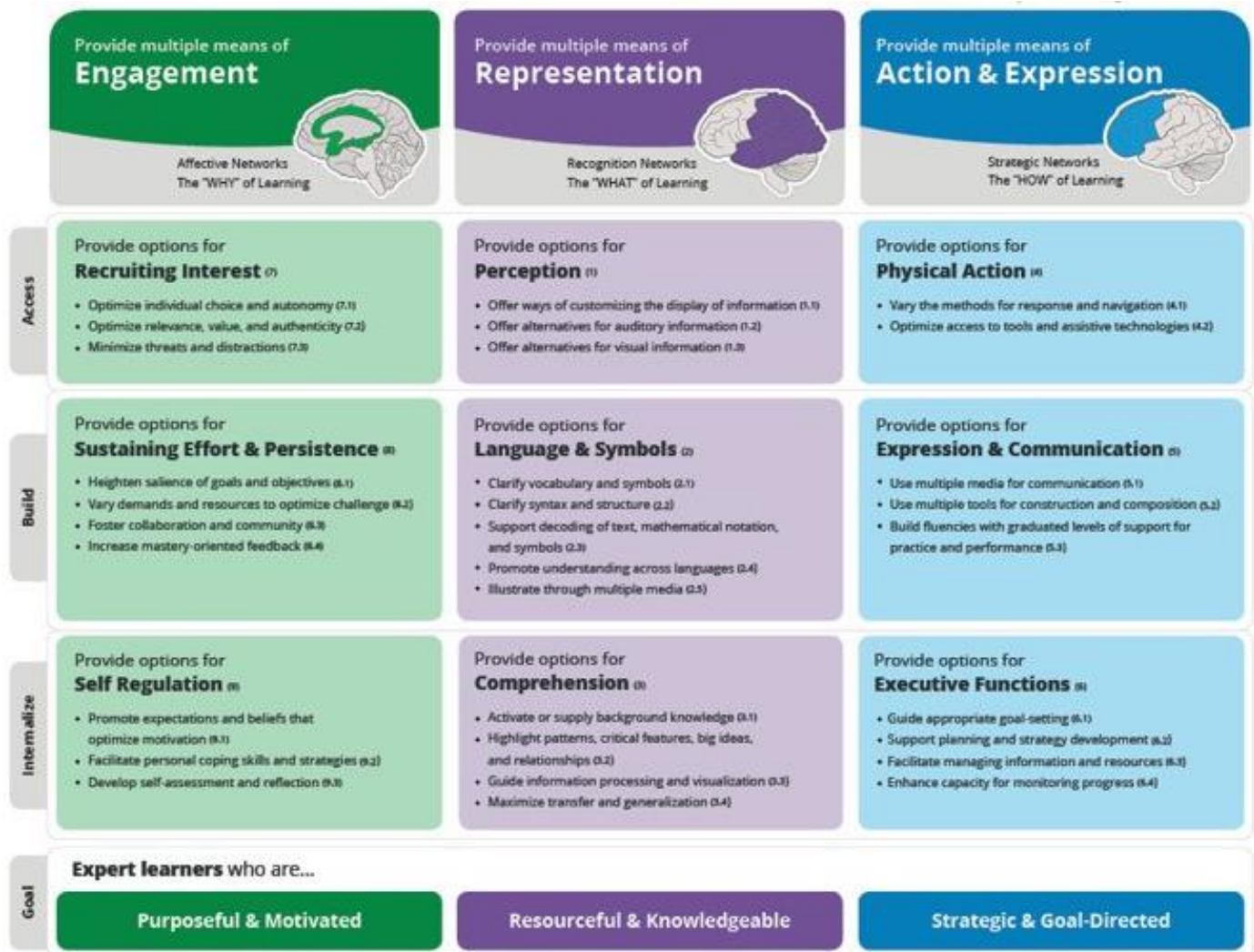
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Universal Design for Learning (UDL)



udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

Center for Applied Special Technology (CAST) <http://www.cast.org/>

- CAST was founded in 1984 to explore ways of using new technologies to provide better educational experiences to students with disabilities. CAST researchers developed UDL by testing and refining their principles to improve education by using flexible methods and materials to support a wide range of learner needs, backgrounds, and differences.
- UDL helps facilitate inclusion of students with disabilities: "UDL is increasingly drawing attention from researchers and educators as a possible solution to promote content accessibility and fill the gap between learner abilities and individual differences" (Al-Azawei, Serenelli, & Lundqvist, 2016).
- UDL and severe disabilities: "By using the UDL framework to better understand how to support this population teachers can reform curricula in ways that will create greater and more inclusive options for all students" (Hartmann, 2015)

Research questions:

- How would/do general education teachers currently use UDL strategies to support students with ASD in their classroom?
- How would they have to adapt UDL strategies?
- What components of UDL do they perceive to be challenging?