



Elementary General and Special Educators' Efficacy Teaching Students with Disabilities



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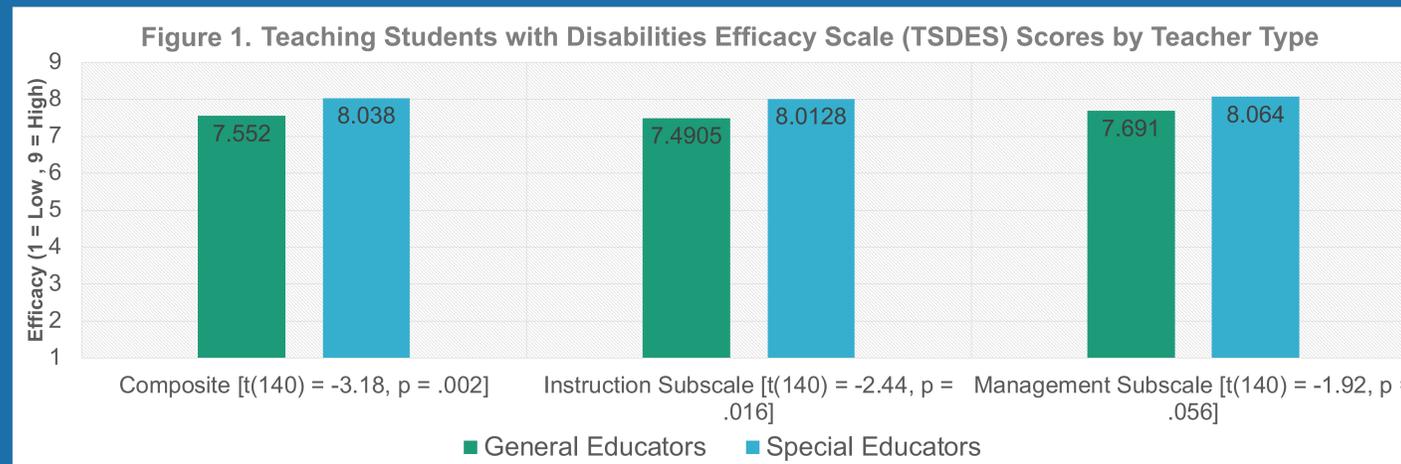
INTRODUCTION

- *Teacher Efficacy* is defined as a teacher's belief in their ability to effectively teach and promote student engagement and learning ⁽¹⁾
- Teacher efficacy has important implications for student success, including academic achievement and student self-efficacy ⁽¹⁾
- Inclusive education means that students with disabilities (i.e., students with Individualized Education Plans) are receiving instruction in general education classrooms, so it is important for both general and special education teachers to demonstrate efficacy in teaching these students
- Previous research indicates that general education teachers have a low sense of efficacy for teaching students with disabilities, in part due to a lack of education, experience, and support ^(2, 3, 4)

METHOD

- 142 elementary teachers in public schools in Illinois
 - 95 General Educators
 - 47 Special Educators
- Teachers were recruited via school-wide emails sent by principals, College of Education listservs, and social media
- Survey
 - Demographics
 - Teacher Self Efficacy Scale (TSES)¹
 - Teaching Students with Disabilities Efficacy Scale (TSDES)⁵
 - Details about education, experience, and support

Although both general educators and special educators reported relatively high teacher efficacy, general educators reported lower efficacy than special educators in teaching students with disabilities



RESULTS

1. As predicted, general educators reported lower efficacy in teaching students with disabilities than did special educators (see Figure 1)
2. Teacher self-efficacy in general did not differ by teacher type
3. Teachers provided valuable details about their education, experience, and support regarding working with students with disabilities
 - Education
 - 32% Bachelors, 62% Masters, 6% Other
 - 92% of special educators took 5+ college courses related to disability and inclusion, compared to only 19% for general educators
 - Experience
 - Total number of students with IEPs: 2-80
 - Total years teaching: 1-35 years
 - Special Educators had more experience with most of the 13 IDEA Disability categories
 - Support
 - Overall, 50% of the sample reported they collaborate with others very frequently
 - Collaboration with school psychologists is quite common:
 - General Educators (70%)
 - Special Educators (87%)

DISCUSSION

Despite research indicating that teachers have a low sense of self-efficacy in teaching students with disabilities, teachers in our sample reported relatively high efficacy. However, general educators reported lower efficacy related to students with disabilities than did special educators, indicating that general educators may benefit from additional education, experience, and support.



Use the QR code to download the poster, see more detailed results, and read the references or email the first author: mejoh3@ilstu.edu
Poster presented at NASP 2020.