Apr 16th, 11:00 AM - 12:00 PM

Parent-Teacher Collaboration When Students Have Autism Spectrum Disorders: The Role of Teacher Training

Amber S. Hays  
*Illinois Wesleyan University*

Linda Kunce, Faculty Advisor  
*Illinois Wesleyan University*

Follow this and additional works at: [http://digitalcommons.iwu.edu/jwprc](http://digitalcommons.iwu.edu/jwprc)


This Event is brought to you for free and open access by The Ames Library, the Andrew W. Mellon Center for Curricular and Faculty Development, the Office of the Provost and the Office of the President. It has been accepted for inclusion in Digital Commons @ IWU by the faculty at Illinois Wesleyan University. For more information, please contact digitalcommons@iwu.edu.

©Copyright is owned by the author of this document.
PARENT-TEACHER COLLABORATION WHEN STUDENTS HAVE AUTISM SPECTRUM DISORDERS: THE ROLE OF TEACHER TRAINING

Amber S. Hays and Linda Kunce*
Psychology Department, Illinois Wesleyan University

Over twenty years of research demonstrates the importance of collaborative relationships between parents and teachers, particularly when students have autism (e.g., Ruble & Dalrymple, 2002). However, many educators remain uninformed about autism (Helps, Newsom-Davis, & Callias, 1999) and untrained in working with parents (Lazar & Slostad, 1999). The present study evaluated an intervention designed to (a) provide educators with a basic theoretical understanding of autism, (b) encourage more positive attitudes toward parent-teacher collaboration, and (c) help educators to feel more comfortable and confident in their abilities to work with parents. The study followed an experimental design, with 30 education majors randomly assigned to one of two conditions. Participants in both conditions received general information about autism, but only those in the experimental condition received additional specific training in parent-teacher collaboration. Analyses of pre- and post-intervention measures revealed that both conditions were effective in increasing (a) knowledge about autism, (b) positive attitudes toward collaboration, and (c) comfort and confidence levels in working with parents of children with autism. Moreover, the experimental condition yielded significantly higher results than the control condition, providing support for the specific training in collaboration.