

P12- EFFECTIVENESS OF DEVELOPMENT KNOWLEDGE, UNDERSTANDING AND ATTITUDES OF TEACHERS IN INCLUSIVE CLASSROOMS TOWARD CHILDREN WITH AUTISM

Wongkittirungrueang R. Sawitree (rsawit@kku.ac.th)

&Moolnoi Jaroenkhwan (coconut2526@hotmail.com)

Khon Kaen University Demonstration School, Special Education Division,
Faculty of Education Khon Kaen University, Khon Kaen 40002, Thailand

ABSTRACT

The objectives of the study included to the effectiveness of development knowledge, understanding and attitude of teachers who involved children with autism in inclusive classrooms. The target groups were 50 teachers who had taught students in inclusive classrooms both primary and secondary level at Demonstration School Faculty of Education, Khon Kaen University. The research instruments were; the questionnaire for evaluating understanding knowledge and attitudes of teachers in inclusive classrooms (before and after experiment), the evaluation questionnaire of the conference about children with autism, the observational study of children with autism in the classrooms and the formal recording of the small groups meeting. The results were: 1) The most teachers who taught students in an inclusive classrooms increased knowledge and understanding about effective teaching and learning activities for children with autism from the average of score before and after the experiment as 2.73 to 3.45., 2) The most teachers who taught students in inclusive classrooms had attitudes towards children with autism, it is high level from the average of score before and after the experiment as 2.90 to 3.71. and 3) There were ways of teaching and learning activities appropriate for teaching of children with autism; training teacher who taught students in an inclusive classroom for more knowledge and understanding for children with autism, meeting for more understanding and strong awareness of children with autism, exchanging experiences about learning and teaching and assessing student learning with autism among teachers classroom and subject teachers in order to receiving more understanding inclusive classroom teaching.

Keywords : inclusive education, children with autism, special education.