**Transcript of the 2018 URLEND Research Project: Survey on Pre-Service Teacher Training for Autism Spectrum Disorder.**

Posted on youTube: https://www.youtube.com/watch?v=sfVYcI8_XOQ

>> Male narrator: Are pre-service teachers receiving adequate training to work with children who are on the autism spectrum?

[A 2018 Utah Regional Leadership in Neurodevelopmental Disorders Research Project]

Do general education teachers have the sufficient knowledge to enhance the success of students in the least restrictive environment? To answer this question we asked pre-service teachers questions about Autism Spectrum Disorder. Let's see if they passed the test.

Have you had any experience with someone on the autism spectrum?

>> Acadia - student teacher: Yes.

>> Erica - student teacher: Not a whole lot.

>> Taylor #1 - student teacher: Yes.

>> Jenny - student teacher: Yes.

>> Taylor #2 - student teacher: Yes I have.

>> Matthew - student teacher: A limited experience.

>> Narrator: Given your academic training as a pre-service teacher, how prepared do you feel you are to work with students diagnosed with ASD?

>> Acadia: Not very prepared.

>> Taylor #2: Not really that prepared.

>> Matthew: I feel that I'm a little bit prepared.

>> Jenny: Very, very, very little because I don't know what that means.

>> Erica: Not very prepared at all.

>> Taylor #1: I don't feel that I've had any prior classes or anything that have benefitted me.

>> Narrator: How prepared do you think your peers are to work with people who are on the autism spectrum?

>> Acadia: Not very prepared.

>> Taylor #2: I would say that through my job, I'm, like it gave me that experience and so I'm more prepared then people who didn't have that prior experience.

>> Matthew: I think that they have a similar experience as me and that they're not that prepared.

>> Jenny: Probably not as much because it's hard to get the experience.

>> Erica: I'd say probably as the same as me, not very much.

>> Taylor #1: They've taken the same courses as I have, and we haven't talked about anything with autism all that much.

>> Narrator: Could you name the three core features we associate with autism?

[Core Features of Autism:
1. Social communication
2. Social interaction
3. Restrictive, repetitive patterns of behavior]

>> Vanessa - 4th year teacher: I believe social is one. I know... communication? And, what's the other one? Maybe eye contact. [buzzer]

>> Matthew: [embarrassed laugh] No, no. [buzzer]

>> Jenny: Sensory. Probably cognitive. And maybe physical. [buzzer]

>> Taylor #2: Um, no. [buzzer]

>> Cole - 3rd year student: I cannot. I don't know any of those. [buzzer]

>> Taylor #1: No. [buzzer]

>> Narrator: These students and teachers are not the only ones who do not know the criteria for a diagnosis of autism.

In fact, a formal survey given to 161 pre-service teachers found that only 40% of the students who responded have adequate knowledge of autism.

The average score on the Autism Knowledge Scale was a 64% or a "D."

How likely do you think it is that you will have a child with autism in your classroom?

>> Acadia: Probably pretty likely.

>> Cole: I think it's going to be pretty likely.

>> Jenny: Very, very high. I also plan on becoming a special ed teacher, so even more high.

>> Taylor #2: I would say it's very likely.

>> Erica: Pretty likely.

>> Taylor #1: I honestly don't know how often a student would come in my classroom with autism.

>> Narrator: Let's say you have a school with 1,000 students. How many students do you think

[In a school with 1,000 students, about 15 would be on the autism spectrum.]

>> Taylor #1: Five. [buzzer]

>> Erica: Probably like 20 or 30. [buzzer]

>> Jenny: Maybe 5 and up? [buzzer]

>> Taylor #2: Maybe 20? [buzzer]

>> Cole: Twenty to 50, something like that. [buzzer]

>> Matthew: Maybe 10 or 15, possibly. [ding]

>> Narrator: What resources do you think would be most helpful for teachers to best serve students on the spectrum?

>> Acadia: Knowing more about autism and the teachers themselves and maybe like a book on it or something.

>> Erica: Just any type of professional who comes in and helps us train for it.

>> Taylor #2: I think more trainings or maybe even like more classes in undergrad that have to do with it, because it's a very real possibility that we could have kids with autism in our classes,

so I think it would be important to have more classes that have to do with kind of how to help those kids.

>> Jenny: Probably more experience with them. I know it's a lot harder, but just being able to interact with them.

>> Matthew: I would assume special aides that come in. They could be helpful because they have more experience and education with that. And I suppose other teachers who have already been teaching for a while could help as well.

>> Taylor #1: I'm not sure.

>> Narrator: Students in the video suggest several ways to better support pre-service teachers and serving children on the autism spectrum. Such as books, trainings, and undergraduate courses. We also found that correct knowledge about ASD is predicted by increased familiarity and increased instruction.

What are our next steps?
[Increase coursework, increase exposure, provide a variety of learning opportunities]

It is clear that pre-service teachers have room to improve on their autism knowledge. Increased knowledge will prepare students to educate students on the spectrum in the least restrictive environment.

Our survey showed that most students have had at least a little training in ASD but only 18 percent of our respondents felt that they had received in-depth training.

The trainees conducting this research hope that their findings will motivate faculty at all universities to provide extended learning opportunities to their pre-service teachers, as 1 in 68 children currently meet the diagnostic criteria for autism.

This public service video is brought to you by the 2018 Utah Regional Leadership Education and Neurodevelopmental Disorders research team under the direction of Dr. Gwen Mitchell from the University of Idaho.

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