

Case Study Interventions: Effects on Inclusion for Students with Special Needs

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ABSTRACT

The purpose of this research study was to determine whether or not case study interventions resulted in increased openness towards inclusion of special education students. Pre-service educators, from an experimental and control group, were both given the Opinions Relative to the Integration of Students with Special Needs pre-test and post-test. The experimental group received the intervention of completing case studies related to the pre-test factor area that displayed the most deficit (Perceived Ability to Teach Students with Disabilities). It was found that both the control and experimental groups' inclusivity scores increased from pre-test to post-test.

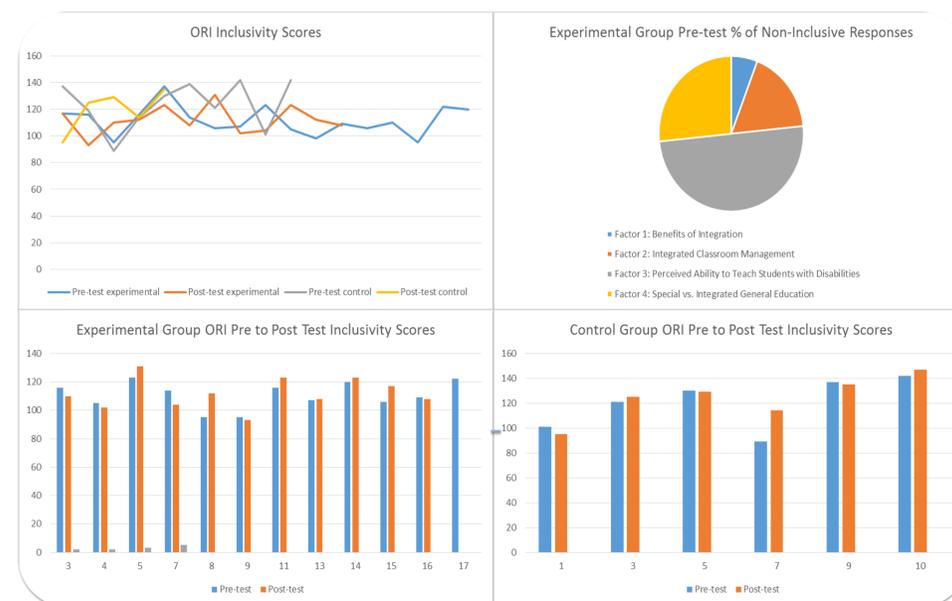
Introduction and Research Question

- This research was conducted under the supervision of the Scholarship of Teaching and Learning (SoTL) program at the University of Wisconsin-Superior. A licensable minor in Special Education, at the undergraduate level, was just granted in Fall 2016, so the results of this research are beneficial for curriculum and course development.
- The purpose of this research is to analyze the effects that case study intervention has on pre-service educators' attitudes towards inclusion, specifically in the factor areas of: Benefits of Integration, Integrated Classroom Management, Perceived Ability to Teaching Students with Disabilities, and Special vs. Integrated General Education.

Research Design

- This study employs the quantitative research method through experimental design.
- The Opinions Relative to the Integration of Students with Special Needs (ORI) was utilized for assessment. The population under study are pre-service educators in their first Special Education course 283 (The Exceptional Child).
- Participants were all enrolled students in the online (control group) for SPED 283 and on-campus (experimental group) for SPED 283. Convenience sampling was employed to ensure two comparison groups were available.
- Data was collected on the raw scores, average, range, and mode for each group that stemmed from the ORI results.

Results



Usefulness of Findings

- After analysis of the data, the researcher is reluctant to state that the implementation of case studies in the classroom is solely responsible for the increase in inclusivity scores. A major variable in this study involves experimental mortality, over the loss of participants from pre-test to post-test. In the experimental group, 12 of the original 17 completed the post-test; and in the control group, 6 of the original 10 completed the post-test. With less than 30 recommended participants, the loss of even one participant poses a major threat to the internal validity of the research.
- Being that inclusivity scores increased for both groups, replication of this study should be done to gather more evidence. Without more data, whether or not case study intervention makes a significant difference on inclusivity cannot be claimed.

References

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