

Thai Primary School Teachers' Attitude and Preparedness to Teach Students with Autism in the General Education Classroom

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Abstract : Inclusive education services for students with Autism remains in its early developmental stages in Thailand. Despite many more children with autism are attending schools since the Thai government introduced the Education Provision for People with Disabilities Act in 2008, the services students with autism and their families receive are generally lacking. This quantitative study used Attitude and Preparedness to Teach Students with Autism Scale (APTSAS) to investigate 110 primary school teachers' attitude and preparedness to teach students with autism in the general education classroom. Descriptive statistical analysis of the data found that student behaviour was the most significant factor in building teachers' negative attitudes students with autism. The majority of teachers also indicated that their pre-service education did not prepare them to meet the learning needs of children with autism in particular, those who are non-verbal. The study is significant and provides direction for enhancing teacher education for inclusivity in Thailand.

Keywords : attitude, autism, teachers, Thailand

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