

A Systematic Narrative Literature Review of Teachers' Classroom Behavior in Schools for Special Educational Needs



Katja Bogda, Thorsten Henke, Jennifer Lambrecht, Stefanie Bosse, & Nadine Spörer

Theoretical Framework

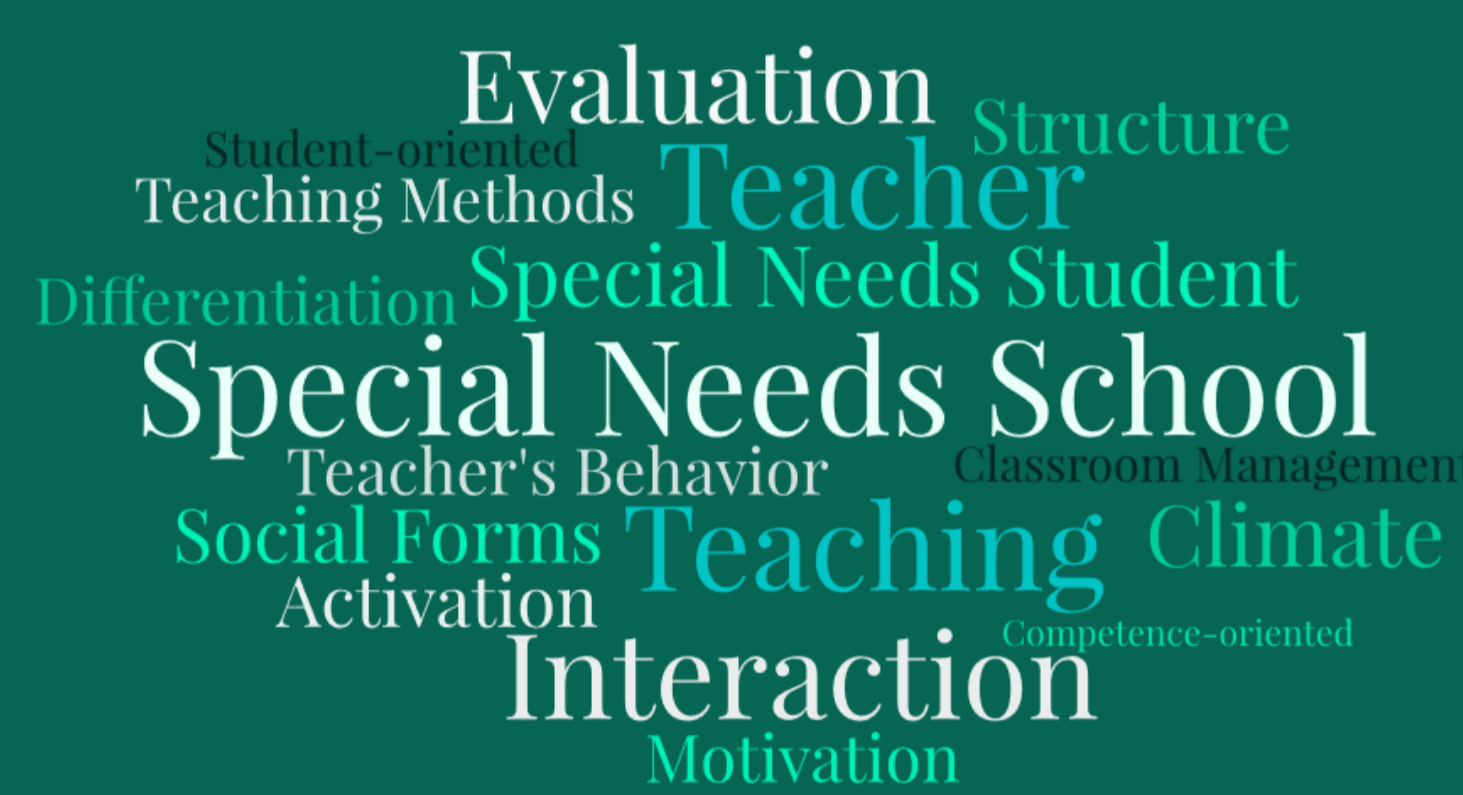
- International findings: favorable development of cognitive competencies if children with special educational needs (SEN) attended an inclusive school compared to exclusive settings (e.g., Baker, Wang, & Walberg, 1994; Myklebust, 2006; Ruijs & Peetsma, 2009)
- Congruent findings in Germany: Primary students with SEN attending inclusive regular schools show higher competencies in math, reading as well as listening in contrast to comparable students attending schools for special educational needs (Kocaj, Kuhl, Kroth, Pant, & Stanat, 2014).
- Unresolved: What leads to these different achievement levels?**
- Assumption: **Teachers' classroom behavior** causing differences, e.g., teaching methods and teacher-student interactions (Hocutt, 1996; Wocken, 2005)

Research Questions

- What teaching methods and teachers' classroom behavior can be observed in (exclusive) primary schools for special educational needs?**
- To what extent differs the teachers' classroom behavior in inclusive versus exclusive schooling settings?
- Aim:** Providing a literature review of empirical findings of teachers' classroom behavior in schools for special educational needs

Method

- Creation of a search syntax (110 combinations)
- Selection of eight databases (e.g., FIS Bildung, PsycINFO, PsycARTICLES)
- Search for publications
- Determination of inclusion and exclusion criteria for selecting publications
- Two-step selection process of $N = 777$ determined publications (two raters)
 - Title rating ($N_{\text{accepted}} = 212, \kappa = 0.81$)
 - Abstract rating ($N_{\text{accepted}} = 13, \kappa = 0.83$)
- Coding of $N = 13$ accepted publications (two coders) referring to:
 - Publications' characteristics
 - Studies' sample and design
 - Studies' findings
- Qualitative synthesis of selected publications



Inclusion criteria:

- Germany, school for special educational needs, teaching, teachers' classroom behavior, primary school

Exclusion criteria: (exclusively)

- Different nation or different school type or different groups of students or teaching drafts

Inclusion criteria:

- Empirical study & Germany & school for special educational needs & primary school & teaching

Exclusion criteria: (exclusively)

- Different nation or different school type or different groups of students or teaching drafts or teacher characteristics

Results

Studies' characteristics (N = 13)

- $N = 9$ published before 2008
- $N = 10$ quantitative, $N = 2$ qualitative, and $N = 1$ mixed study(ies)
- Sample size ranging from $N = 2$ to $N = 700$ teachers
- Data sources: surveys for teachers and parents, observations, student measurements, analysis of documents
- Predominantly focus on either children with SEN in learning or language

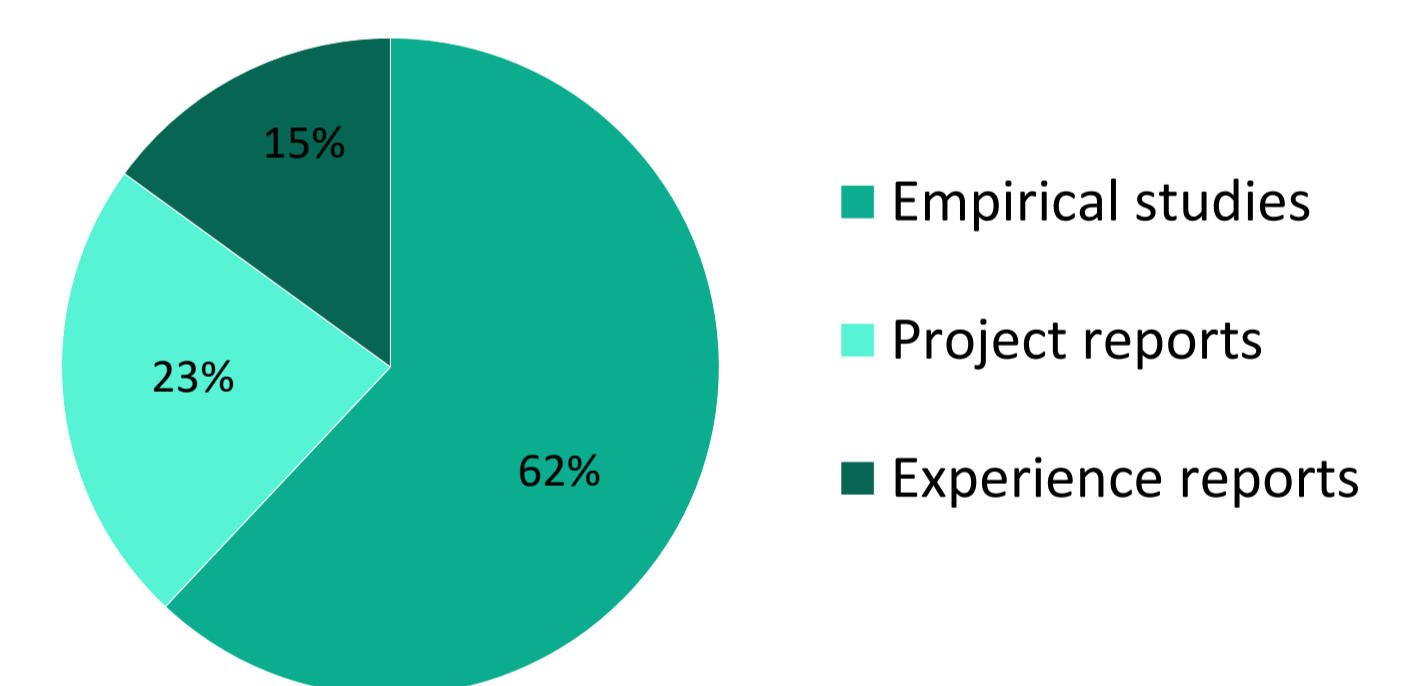


Figure 1. Amount of different kinds of publication.

Studies' findings (N = 13)

Teacher-student interaction (N = 2)

- Students disrupting a lesson receive more (positive and negative) interactions with their teachers than not-disrupting students.
- Inconsistent results referring to the kind and amount of teacher-student interactions of children with different achievement levels.

Teaching methods (N = 5)

- Classical teaching methods dominate (e.g., teacher-centered teaching, seatwork, worksheets) in contrast to open forms of teaching.
- Open forms of teaching are associated with higher students' achievements in math, reading, and orthography.
- Comparison of schooling settings: Inclusive and exclusive schooling settings are almost equal regarding applied teaching methods.

Teaching quality (N = 4)

- Inconsistent findings concerning teaching quality (e.g., internal differentiation) in schools for special educational needs and inclusive primary schools.
- Teachers in inclusive classrooms tend to show better fostering of competences, higher student orientation, better classroom management as well as structuring.
- Teachers in schools for special educational needs tend to show higher quality in internal differentiation.

Discussion

- Very small amount of (outdated) studies
- Broad range of studies' quality and hardly comparable findings within the studies
 - Partly small sample sizes
 - Partly missing descriptions and low quality of the studies' methods
 - Limited comparability due to different operationalization, samples and kinds of special educational needs
- Desiderata referring to:
 - Investigations of teaching practices in schools for special educational needs
 - Systematic comparison of teaching in inclusive and exclusive schooling settings

References

Baker, E. T., Wang, M. C., & Walberg, H. J. (1994). The effects of inclusion on learning. *Educational Leadership*, 53, 33-35. • Hocutt, A. M. (1996). Effectiveness of special education: Is placement the critical factor?. *The future of children*, 77-102. • Kocaj, A., Kuhl, P., Kroth, A. J., Pant, H. A., & Stanat, P. (2014). Wo lernen Kinder mit sonderpädagogischem Förderbedarf besser? Ein Vergleich schulischer Kompetenzen zwischen Regel- und Förderschulen in der Primarstufe [Where do students with special educational needs learn better? A comparison of achievement between regular primary schools and special schools]. *Kölnischer Zeitschrift Für Soziologie Und Sozialpsychologie*, 66(2), 165-191. • Myklebust, J. O. (2006). Class placement and competence attainment among students with special educational needs. *British Journal of Special Education*, 33(2), 76-81. • Ruijs, N. M., & Peetsma, T. T. (2009). Effects of inclusion on students with and without special educational needs reviewed. *Educational Research Review*, 4(2), 67-79. • Wocken, H. (2005). Andere Länder, andere Schüler? Vergleichende Untersuchung von Förderschülern in den Bundesländern Brandenburg, Hamburg und Niedersachsen (Forschungsbericht) Mai 2005 [Different countries, different students? Comparing analysis of children with special educational needs in the federal states Brandenburg, Hamburg and Niedersachsen (research report) May 2005]. Retrieved at <http://bidok.uibk.ac.at/download/wocken-forschungsbericht.pdf>

Contact



Katja Bogda
bogda@uni-potsdam.de
University of Potsdam,
Psychology for Primary Education



ECER „Inclusion and Exclusion, Resources for Educational Research?“
Bolzano (Italy), 05.09.2018