Appendix

Demographic Data Sheet and Interview Schedule for Identifying

Effective STEM Classroom Techniques for College Students with ASD

Demographic Data

Date:_____

Name:_____

Courses taught during the past three terms:

_____
_____
_____
_____

How long have you been teaching at the post-secondary level?

_____

Identifying Effective STEM Classroom Techniques for College Students with ASD

Interview Schedule: responses to be audio recorded; probes will include: "can you give an example?" "can you tell me more about that?"

Script:
I am going to ask you questions about your work with college students who have ASD. The aim of the study is to find out what faculty have noticed. Working at Landmark makes you particularly qualified because of the student population here. It's okay if you know a little or a lot about ASD. All perspectives have the potential to contribute. We did a study a few years ago about faculty perceptions of ASD, and it filled a gap in the field—faculty weren't "experts" in the traditional sense, but their collective insight was really helpful.

Mostly the questions are about your direct experiences. Some questions will ask you to generalize if you feel comfortable with it. For the sake of student privacy, please don't use names. You can pass on any question.

Ready?

1. Have you had students with autism spectrum disorder (ASD) in your classes?
2. Would you think about write down their names on a piece of paper so you can think about them during the interview?
3. How did you find out they had ASD?

   If minimal response, cue with: "Were you more likely to find out from a student disclosing, a College faculty or staff member, reading a file, or your own observation?"
4. What are the first three words you think of when you hear "ASD?"
5. In your own way of thinking, what is ASD? We're not looking for diagnostic criteria but how you see it.

The first questions are about students

6. Looking at your list of names, what academic strengths have you seen in students who have ASD?
7. How about critical thinking strengths?
8. Social strengths?
9. Do you think these strengths are typical for learners who have ASD?
10. Looking at your list again, can you think of what has gotten in the way of these students meeting your course objectives?
11. Are there recurring social issues that you have seen or heard about?
12. What critical thinking challenges you have noticed?

For the rest of the talk, we'll focus on your experience as a STEM instructor

13. What are the major roles you've had in STEM?
14. Thinking about your field in particular, what are a couple of traits that make people successful? For instance in psychology having deep curiosity about people and a linear, logical way of thinking can really help.
15. Based on what you have seen in class, what ASD-related traits would be strengths in your field?
16. What traits would get in the way of success?

Now we'll talk about teaching

17. Can you think of something specific you did in class that worked well for students who have ASD?
18. In general, what kinds of approaches have you found to work for this group?
19. Can you think of something specific that didn't work?
20. In general, which types of activities or assignments have been least successful?

21.   Earlier you mentioned _____ critical thinking challenges. Have you found ways to work with these challenges? *If "yes," say, "can you describe something you've done?"*

22.   In terms of the social side of class, how much have you pushed students who have social challenges? When have you pulled back?

23.   Have you done **lab work** with these students? *{if yes, answer next two bulleted items; if no, proceed to question #25 about field work}*
>   1. What strengths have you seen in the lab? (Specific example)?
>   2. What challenges have you seen? (Specific example)?

24.   Have you done **field work** with these students? *{if yes, answer next two bulleted items; if no, proceed to last section}*
>   o   What strengths have you seen in the field? (Specific example)?
>   o   What challenges have you seen? (Specific example)?

 We're down to the last couple of questions…

25.   Part of the reason for this study is that it's a national priority to include more learners with disabilities in STEM programs and fields. As you probably know, the graduation rate for these students is lower than for traditional learners. What do you think are the top three things faculty can do to help close the achievement gap in STEM?

26.   What 3 things can institutions do?

27.   Anything else you would like to share on the subject?