CEs were easy to incorporate into investigations | Strongly disagree/ disagree | Neutral | Agree/ strongly agree |
---|---|---|---|
2 | 2 | 96 |
CEs added a lot of extra time to investigations | 60 | 23 | 17 |
CEs provided good support for the activities we were doing in this unit | 0 | 5 | 95 |
CEs helped us focus on the big ideas in the unit | 0 | 9 | 91 |
My students without learning disabilities [What is this?] challenges | 0 | 0 | 100 |
• fully used the CEs I presented | 3 | 12 | 85 |
• were more engaged when using them | 2 | 5 | 93 |
My students with learning disabilities challenges | 2 | 6 | 91 |
• fully used the CEs I presented | 2 | 5 | 93 |
• were more engaged when using them |

Table 1
Intervention teachers’ perceptions: Usability of CEs

<table>
<thead>
<tr>
<th>Question</th>
<th>Students without learning disabilities Mean (SD)</th>
<th>Students with learning disabilities Mean (SD)</th>
</tr>
</thead>
</table>
Watching students use CEs helped me identify what they understood and where they were confused | 5.82 (1.12) | 5.65 (1.05) |
The process of learning about and using CEs helped me identify other ways to support students during investigations | 5.97 (1.05) | 6.02 (1.03) |
I think the CEs enabled students to improve their science thinking/reasoning skills during the unit | 5.97 (1.19) | 5.90 (1.11) |
I think the CEs enabled students to improve their understanding of the big science ideas in the unit | 5.95 (1.29) | 5.90 (1.23) |
I think the CEs enabled students to work on investigations with greater confidence | 5.78 (1.37) | 5.87 (1.24) |

Table 2
Intervention teacher perceptions: Contributions of CEs
Mean teacher rating on a seven-point scale where 1 indicated “not at all” and 7 indicated “a great deal.”