

Impact of Teacher Burnout on Classroom Quality in Preschool Classrooms of Children with Autism Spectrum Disorder: A Secondary Data Analysis

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Introduction

- It is critical that there are highly-qualified educators implementing school-based interventions to appropriately support students with ASD
- Teachers of students with ASD are especially at risk for experiencing burnout
- Burnout has the ability to alter the classroom and undermine the instructional environment, reducing services students receive and hindering academic achievement

Research Question

Does teacher burnout level prior to implementation predict classroom quality at the conclusion of intervention?

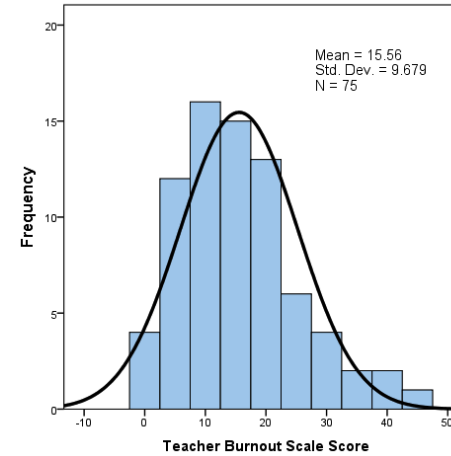
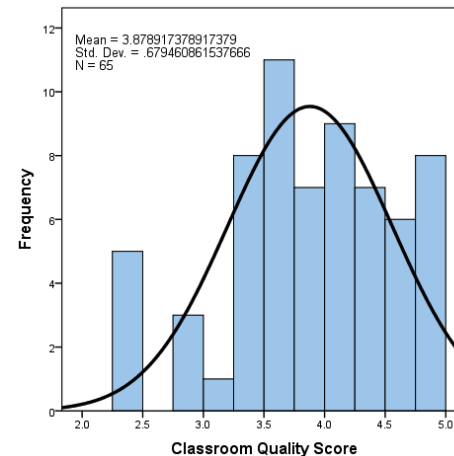
Methods

- Secondary analysis of ASAP project data
- N=80 teachers
- Primary Variables of Interest: Teacher Burnout and Classroom Quality
- Other Predictors: Teacher Degree Level and Number of Years Teaching Experience
- Determined normality of the variables
- Pearson product-moment correlations and univariate general linear model performed to examine relationship between variables

Results

Teacher Degree Level	N=80	Percentage (%)
A.A.	1	1.25
B.A./B.S.	29	36.25
M.Ed./M.A./M.S.	46	57.5
Above Master's Degree	2	2.5
Missing	2	2.5

Number of Years Teaching Experience	
Min.	1
Max.	28
Mean	3.88



Primary Variables of Interest

- Interaction between **Teacher Burnout** and **Classroom Quality** was not statistically significant
 - ($F = 3.932, p = .052$)

Other Predictors

- Teacher Degree Level** was not statistically significant
 - ($F = .583, p = .629$)
- Number of Years Teaching Experience** was predictive of classroom quality
 - ($F = 4.875, p = .031$)

Discussion

- A positive relationship exists between an educator's amount of teaching experience and classroom quality
- Looking at the data, an inverse relationship exists between teacher burnout and classroom quality
- Findings indicate that teacher attributes impact behavior within the classroom environment

Implications for OS/OT

- Must consider the teacher as part of the child's classroom environment or context
- Identify potential barriers and supports for teachers using transactional perspective
- Collaborate with teachers to improve the classroom environment
- Propose policy changes at a systems level to create programs that better support teachers

References

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