

Insights from Teachers Regarding the Implementation of Strength-Based Pedagogies for Students with Special Needs

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Abstract

The purpose of this study is to evaluate the benefits and difficulties of employing strength-based instructions for students with special needs. Teachers' perceptions and attitudes about using a strength-based teaching approach are examined. This study also investigates the various approaches teachers support, validate and advocate their student's talents and abilities. There are two objectives to this study. The first objective is to analyze the insights of teachers with regards to applying a strength-based approach in the schools. The second objective of this study is to explore to what extent does the schools have features of a strength-based methodology in their present curriculum. The study was carried out at seven special schools. 14 teachers were interviewed. Each teacher attended one interview that was conducted individually. The interviews were directed by structured questions, as well as the interviewee's observations and views concerning their opinions in relation to implementing a strength-based approach in their schools. Each interview was 60 minutes. The implication and significance of this research study is that the results will apprise the investigators of the willingness of special education teachers in accepting a different method (strength-based approach) from what they are accustomed to (deficit-based approach). Thus, suitable interventions can be created and planned to encourage teachers to modify their attitude and mindset about the application of a strength-based approach.

Keywords: strength-based curriculum, students' talents and abilities, students with special needs, teachers' perceptions and attitudes, modify attitude and mindset