

Early Mathematics Teaching Practices for Students with Autism Spectrum Disorders

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ABSTRACT Teaching mathematics to students with autism spectrum disorder at a preschool level can be challenging for many teachers. The present study aims to explore teachers' pedagogical practices in early mathematics at selected preschools. Multiple site-case approaches were utilised. Three preschool teachers served as participants; data were collected through semi-structured interviews and classroom observations. The findings showed diverse teaching approaches that were integrated into the process of teaching and learning in the early mathematics classroom; these included lesson modification based on children's needs and materials as well as student-centred learning, play-based learning, and mastery learning. The teachers assessed the learning outcomes from assignments, tests, and teaching reflection. Also, the teachers received feedback from parents in improving their teaching practices. The study revealed some significant insights into teachers' teaching practices with children along the autism spectrum in developing appropriate and relevant pedagogical approaches for teaching early mathematics in the preschool classroom.