

Abstract:

Studies have shown conflicting evidence on the effect of seat location on student performance and participation in the classroom. Positive effects have been shown in the classroom when flexible seating is properly utilized. These positive effects are evidenced in both academic and behavioral performance among students. This study investigated traditional seating versus flexible seating in the context of improving classroom behavior when students are performing group and individual assessments. This study evaluated three research questions looking into flexible seating: 1) Does flexible seating minimize student's disruptive behavior? 2) Does the seating position in the classroom affect student's on-task performance in class? 3) Do students prefer traditional seating in desk or do students prefer flexible seating? This study evaluated 6 students all classified as having autism. To assess the effectiveness of flexible seating on the students that receive special education services, frequency data charts and surveys were employed. Data collection took approximately eight weeks and included information on behavior, focusing, on-task ability and student preferred seating. Two different instruments were used to collect data over the eight-week period. Instrument 1: Data Frequency Sheet and Instrument, this was used during class rotations to compare the special education students' behavior when engaged in flexible seating on Monday and Wednesday versus traditional seating on Tuesday and Thursday. Instrument 2: Smiley Face Student Survey, the surveys consisted of 6 questions. Simultaneity, reduction, and triangulation based on the various data collection instruments were employed in the study.

Keywords: Flexible Seating, Behavior, Autism Spectrum Disorder (ASD)