

# Autism Parent Questionnaire Open-Ended Responses

August 2010  
(N=99)

## 1. What is working well for your student?

- Good teachers and support staff. Good classroom environment and caring teachers.
- Knowledgeable and respectful staff. Staff works hard to educate SDC students.
- The 4 core teachers for SDC and her case manager.
- Math, language arts, and social cognition classes.
- Individual attention and peer support.
- The caring, time, and effort.
- Communication and peer help.
- Academic instruction and support of teacher and aides. Opportunities for independence.
- Teachers are fairly accommodating. Excellent and trustworthy principal and staff.
- Speech-language therapy.
- Outstanding teacher and staff. Good support and social/cognitive techniques.
- Remedially paced classroom with small class size. Social skills class.
- Occupational therapy, speech and language, and ABA support.
- Speech and social skills improving.
- The ability to be in school and learn to share and control his temper.
- Supportive staff.
- Supportive staff, child is learning.
- Good support. Wonderful rewards system.
- Improved social skills. Good techniques used by staff.
- Improved social skills through Speech and Social Cognition class.
- New teacher.
- Subject variety, keeps student interested.
- Great teacher and team.
- Good teacher. Typing written work.
- Understanding and supportive teachers (and principal) willing to work with parents.
- His ABA and social groups.
- Small class size, many adults. Individual attention. Careful mainstreaming.
- Overall program improvement.
- Everything working well.
- Professional and nice staff.
- Good service providers.
- Accommodations made in classroom and at recess.
- Supportive teachers, good acquisition of skills.
- Amazing school and staff support.
- Well trained staff. Academic progress.
- Everything.
- ABA.
- Speech.
- On-campus behaviorist.
- All services except social skills program.
- A less restrictive environment and a diverse and artistic student body and staff.
- Outside services (i.e. Social Silicon Valley). 1:1 Aide.
- Academic activities. Schedule in attendance. Social group interaction.

## 2. What needs to be improved?

- Including students in typical peer activities to improve socialization. Need social skills class. Other students in class need better understanding of special education students.

- More staff to assist in modeling, instruction, 1-1 academic help, social and behavioral learning.
- Test preparation. Ways to relieve her anxiety and deal with bullying.
  - Speech therapy.
  - More individual support and tutoring.
  - ABA services. Speech/language and Occupation Therapy.
  - Communication and the presence of social thinking classes.
  - Help with community hours course.
  - Increased time in speech-language therapy.
  - Preparing students to be independent.
  - SLP needs to be retrained.
  - More timely information. IEP process should have regular-sized chairs for adults.
  - More communication about what I can be doing at home.
  - Fine motor skills and potty training.
  - Behavioral, speech and language, and occupational therapy. Safety and sharing. Transitioning from one project to another without tantrums. Social skills with siblings.
  - Communication of occupational therapy and child's progress. Also, ways to help child at home.
  - Need more classrooms with autistic children's level of learning.
  - Nothing. Very happy with program.
  - Speech skills.
  - Follow through with OT evaluation. RSP teacher not helpful.
  - Extended school year, keeps student challenged.
  - Communication with parents on topics covered in class.
  - Either more training for teachers or special program for autistic children.
  - Stress management for child, a way to "space the services" out.
  - Addressing social cognition issues, especially during lunchtime.
  - Speech and occupational therapy results.
  - Social skills support outside of classroom. School atmosphere/attitude toward special Ed kids. Support group should be formed for special ed parents.
  - Speech and math.
  - Just keep doing a good job!
  - OT and speech, things I can be doing at home.
  - Rate of learning. More services like social classes, i.e. Michelle Garcia Winner.
  - More communication with family.
  - More status reports from staff and individual help with trouble areas like creative writing.
  - Nothing.
  - Longer summer school program.
  - Classes after 5<sup>th</sup> grade.
  - Communication between OT/Speech teachers and parents.
  - Yard supervisor.
  - Social skills program, need better trained staff.
  - Programs with socialization job training. Communication with parents about future programs. Need programs to meet student needs.
  - More frequent progress meetings to see if IEP goals be measured/met.
  - Speech and language.