

SJUSD Autism Parent Questionnaire Open-Ended Responses

August 2009
(N=89)

1. What is working well for your student?

- Teachers and staff are giving the highest quality of education. It is a loving and learning environment. I am much more than satisfied with my child's progress
- My child's behavior and learning have improved greatly.
- Practice talking
- Outside support and training. Listening to our child and trying to meet his needs.
- He likes the homework
- Teacher has adapted strategies to maximize learning and involvement in peer relationships. ABA therapists assist with reinforcing positive behaviors and reducing tantrums/negative attention. Other school staff (RSP, Counselor) provide respite locations/support as needed. Very Positive environment.
- The smaller class size that the SDC provides.
- Having one-on-one aid, and having a very good teacher
- The flexibility of the program to work with my child's changing interests daily. The staff is great.
- My child understands anything we talk to him about, but he doesn't respond well to us
- The program is very good. Good people
- Highly structured environment, excellent 1:1 aid, excellent OT and SLP. Nice classroom environment despite chaos (lots of aide, therapists). Principal who is extremely caring and dedicated and inclusive.
- Academic progress is superior
- These support services are provided in the classroom by my child's teacher and her aides. They do an excellent job.
- Speech/language therapy. Adaptive physical education
- Everything
- Homework center
- Sylvan learning center
- More open to transitions, new activities, new locations. Learning more skills from a language and OT perspective
- The OT/speech program is wonderful. Although I have only been working with them for a short time they seem like a quality ABA company and very professional. Very professional IEP team.
- The group instruction is such a great idea and I think the kids get much more out of it.
- The OT/Speech combo instruction is a great program and has taught my child a lot. I feel the IEP team is a great unit and open lines of communication help facilitate the needs of my child.
- My son loves his teachers and classroom
- Structure, consistency and a very committed staff
- Staff and administration, Beacon Supervision, 1:1 aide, maintains daily contact between school and parent
- This is a fabulous classroom with an extraordinary teacher and staff. Excellent program. Thank you!
- My child is not being successful this year at all, after being taken off his IEP. I don't think 504 plans are taken as seriously and I don't think people really understand much about his needs.
- Occupational therapy
- My child has more words in her vocabulary. Interactions with other children are improving. She likes the school and teachers. Self-esteem is high.
- Teacher and classroom staff are extremely sensitive of my son's education and behavior needs.

- The whole program and staff are working wonderfully with my child. Routines are wonderful. The staff knowledge is excellent.
- Having additional help in classroom designed by ABA therapy. Constant support from teacher and her staff.
- Able to follow directions with 2 or less prompts. Improvements in fine motor skills. Improvements in social skills, i.e. is more confident saying hello to others.
- The 1:1 and a small group interaction language program.
- My child is adapting well; to the point where he no longer needs an aide
- Loves his speech and social cognition classes. Has shown greater ability to casually be social without extra rehearsal/practice time
- Everything
- Speech/language therapy
- The social skills group run by Creative Learning Center has produced the most encouraging results.
- School and the teachers support is very good. The staff are very flexible with my child.
- My child receives unbelievable support. She has made huge leaps and bounds since we moved her. I can't be thankful enough for all the help and support for both my daughter, my son and myself.
- Castellero has been excellent at providing for my child's academic and social needs. The staff is always helpful. The social skills class has been particularly helpful.
- Overall program management. Language arts program. Inclusion is a goal shared by all staff. Very impressive.
- Hi teachers and that he has a 1:1 aide.
- High expectations from her work and of her behavior. Social lunch settings. Staff goes out of their way to help find solutions when there is a problem. They are already on my child's side.
- Regular speech therapy
- Enjoys the school and classmates. Monthly meeting with the teacher helps us understand my son's progress. ABA therapy seems to help a great deal.
- Many staff members and teachers work to ensure that my child is comfortable and able to learn. They have been very flexible and helpful in finding ways to adapt the curriculum and the classroom to make learning accessible.
- My child is talking a lot more and is building more complete sentences.
- My son's kindergarten teacher has been amazing and very supportive towards my son. His 1:1 aides have helped him be successful in his classroom as well.
- My child has a trained 1:1 aide in a mainstream kinder class with an excellent support team and teacher.
- Shopping for food and preparing it at school. My student is very keen to try the recipes at home. Also the price comparing at various stores is helping him handle his money better.
- All the therapists except OT. They took too long to get a replacement. Very unhappy about that.

2. What needs to be improved?

- More homework sent home
- More funding for staff and teachers in this program.
- More feedback on what they are working on
- My child need to improve on going to the bathroom by himself and more language skills or therapy.
- More speech therapy
- Teacher and aids need to be able to tell parents the ABC's of a child's meltdown. Teacher and aids need better support from Morgan Center Staff, as well as parents. Incident reports need to be sent out, classrooms need to be cleaner. Challenge the students they are capable of doing more, don't be afraid.

- Reading
- Improved communication by ABA staff. Regular meetings with all stakeholders, to assure understanding/implementation of strategies.
- Ambiguity between "child's responsibility" vs "adults" i.e. getting correspondence home.
- The district needs to have a more appropriate setting for mildly autistic children
- More behavioral therapy for socializing
- More help with speaking
- There are many missed ABA hours. It has severely impacted progress
- Informing me of my child's progress (thru notebook and benchmark reports) even though we have requested this, it is not happening. Aids and teaching staff need to follow instructions of ABA therapists.
- Classroom setting. Programs and homework.
- Behavioral challenges continue
- None
- Social Skills; oral hygiene and hygiene skills; phone skills' conversation skills; listening skills; needs to respect parents more
- More communication with ABA. More correlation between how services are supporting specific goals. Therapists should come with new activities, ideas for each session. The social group would be so much better if kids were matched more appropriately. Way too chaotic and overwhelming.
- Resources and homework for parents at home would be great. A social class for children with similar levels of disabilities would be wonderful. More hours of ABA for a Autism diagnosis is needed in getting these children kindergarten ready.
- More accountability regarding non-public agencies. More hours of an Autism diagnosis is needed. (ABA).
- Communication between the therapist and classroom teacher
- Socialization with typical peers, social functions including typical and non-typical students meaningful for both individuals.
- Bus service is a problem. Drivers need training.
- Classroom teachers should receive training on Asperger's syndrome. Teachers expect much more of him than he can do right now. My son is failing and feels overwhelmed.
- Speech therapy and ABA services
- More focus in what she is doing, more writing skills
- Better communication between the parents and SLP and OT. Some reports should be sent home at a regular basis.
- No improvements necessary
- Overall support with parents and communication from entire IEP team throughout the year, not just at IEPs at the end of the year. Respecting student's religious background. Need better communication.
- Needs to improve socializing skills with peers. Needs help in dealing with certain behaviors (e.g. Hitting other kids, throwing toys)
- Teacher communication is inconsistent.
- Better communication about what skills/concepts are being worked on or addressed to further reinforce at home or to use school examples out in the real world.
- Bullying that goes on during breaks, P.E. and lunches.
- My child's speech
- Needs to provide more streaming to normal class
- Staffing needs to be improved. Curriculum, training, funding and IEP processes. District Designee should have special education background.
- I'm sure they could use bonuses.
- The OT services were not being provided for a considerably long period of time. Those services are now being provided but the district needs to make up the many hours of lost time for OT services.
- Expand social skills instruction to address needs of more of the SDC students. Current program is aimed at high functioning autism and etc. Good program, keep going.
- Communication skills of his aide

- My daughter can't really verbalize what she does at speech. That's why I couldn't really rate it. Maybe a scorecard once a month on what they are working on would help.
- Being able to do art beyond stick figures in the sixth grade. Tying shoes.
- Communication from occupational and speech/language therapies is lacking and we are not getting any feedback on the progress. I hope that there is a better coordination/communication among different therapists and parents
- Some teachers do not know how to implement my child's accommodations. Some have chaotic environments in their classrooms that work against my child's ability to learn.
- The way misbehaving students on the bus are allowed to ruin the journey for everyone else.
- The hiring process