

## **Autism Staff Questionnaire Open-Ended Responses**

August 2010  
(N=179)

### **What would help you be more effective in your work with students with autism?**

- Observe classes geared towards autistic students within our own district and to observe the social thinking class.
- Special staff development that covers the ranges of autism and strategies. Also one-on-one meetings about individual students and their special issues.
- Attend trainings, especially those teaching behavior management strategies.
- Review teaching strategies and the proper protocol for managing a class with an autistic student.
- Continued support and communication with the primary providers of instruction to autistic student.
- Help in communicating to Eun Hyo Kim. Has trouble with having to show rather than tell her how to do something.
- Training.
- Training.
- More training.
- Training.
- IEPs before first day of school. Parents writing letter to IEP regarding expectations.
- Empathy.
- Being informed in timely manner of which students are autistic.
- Support with transitions. Support with dealing with instructional aides.
- Continuing education training specific to my area of service.
- Having their 1-1 aid there for support.
- Training prior to placement. Conversations and extra support regarding curriculum.
- Continued communication during transition for students and information on instructional strategies.
- 1:1 IA's with adequate training. Special day classes with other students with multiple disabilities.
- More training.
- More support for teachers from administrators, specialists, and parents.
- Have teachers communicate to each other which strategies were effective for specific students as they pass through the grade levels.
- Learn more effective teaching strategies and ways to get autistic students to write.
- Continued presence of aides in classroom. Clarify specific educational goals for specific autistic students.
- More accountability and instructional support.
- More materials.
- Access to work material and resources. Professional development.
- More training and more communication to teachers about trainings, resources, and other info.
- Professional development dealing with problem behaviors.
- Training on instructional strategies, community resources, and behavior management.
- Having a 1:1 aid and not cutting hours for children who need the help.
- More direct, targeted professional development about autism. More support and direction from district administrators.
- School in-service.
- District classes offered to teachers. Literature, books, dvd, podcasts on autism. Professional coaching.
- Advance notice of autistic student placement with IEP info. General warehouse of information, i.e. conferences, therapy materials, district support.
- More technology and materials for students.
- In-services that provide teaching materials. More instructional strategies.

- Coaching sessions at beginning of year with a teacher experienced in working with autistic students (like BTSA).
- Materials: software for making PECS and social stories.
- Training materials.
- More preparation and 1:1 time with student. More materials for students and smaller class size.
- Time and resources dedicated to autistic students, especially at elementary level.
- Well trained instructors with good teaching strategies to provide us with quality in-service.
- More training regarding TEACHH.
- Trainings and more collaboration amongst teachers and staff.
- Awareness. Training on classroom strategies and discipline expectations. Information on when students qualify for special Autism programs, special education tests, available programs, proper placement, and 1:1 aides.
- Training at district level, especially to RSP teachers.
- In-classroom support services for students with Asperger's.
- Consistency in how special ed procedures are applied. Money to support the requirements being placed on staff. An active role in student placement.
- Aides for autistic kids. IEPs should be assigned sooner and info given to teachers at beginning of year.
- Training at district office or at an in-service.
- Better communication with special ed department at D.O.
- Training and tips.
- More information on various forms and corresponding instructional strategies.
- More support for general educators who have RSP and SDC students with autism.
- Better communication between district and school. More staff development and training.
- Better understanding of the district's variety of Special Day classes and what level of functioning and academic performance is expected for each class.
- More curriculum and teaching supplies (i.e. Touchmath, a waiting program, etc.)
- Specific strategies for core academics.
- Strategies focusing on behavioral and social skills that can be integrated into a lesson plan. Also, an IEP.
- Social skills class on campus. Time to consult with school site staff and IEP team for each student.
- More training like Optimal (online class). CLC services available to staff and students at Carson should follow the 5<sup>th</sup> graders to middle school for consistency.
- Better support at the district and site level. Better information about individual students and autism. Clearer communication about discipline/behavior issues. More cooperative work between parents, home life, and school site/teacher. Better understanding on instructional methods.
- Training and help with teaching strategies. More information on different levels of autism.
- More training and materials.
- Training.
- Support. Knowing where to direct questions and who to talk to.
- Inclusion facilitator. Classes for students with Asperger's Syndrome. More ABA trained aides. Social skills classes.
- Information about strategies and trainings.
- More support from admin at the D.O., especially the program specialist.
- Paid training on academic and behavioral support of student.
- Training, data, updates, follow-through.
- Training.
- Support and training at district level.
- Workshops and training.
- Money to buy materials for autistic students.
- More training on assessments and new strategies.
- District professional development classes and workshops.
- Getting information ahead of time, or taking course on promoting student success.
- Access to best instructional practices for RSP students identified as ASD or PDD.
- More trainings and seminars on the most current trends and practices.
- More training regarding best practices and current research findings.

- Education on what autism is, how to support the students, how to evaluate in relation to mainstream students.
- Training on middle and high school issues. More trainings for staff to understand the role of an Autistic Para. More social cog. classes. Clear guidelines to determine which students are appropriate for social cog. classes.
- Information on how to get general ed teachers to actively reward and use Behavior Mod system.
- Training (even in summer).
- District should provide more training for teachers.
- More help with materials and trainings.
- Workshops or classes.
- More communication about autistic students, IEPs, and student needs. More help with behavioral issues.