

Autism Staff Questionnaire Open-Ended Responses

August 2009
(N=191)

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

- Training
- Informed of workshop opportunities
- A budget from Special Ed to purchase materials to work with autistic students
- District Office needs to respond to e-mails
- D.O. needs to provide curriculum for preschool or kindergarten skills
- Teachers should be consulted before special ed services are pulled
- D.O. needs to look at the best interest of the student
- Teacher needs more respect when it comes to planning for student
- Case administrator at the site needs to receive better/timely information and meet regularly with teacher
- Aides should be consulted and paid/required to go to IEP and involved in gathering of info for the IEP
- There needs to be change
- The district needs to hire educated and well-trained one to one aides for students with disabilities
- Teacher assistant for students with severe needs
- More information/training in dealing with all of the various disabilities we deal with on a daily basis
- Specialized training for art/music and autism
- Information/communication for best practices for each individual student with autism
- Money for classes; behavior, social and/or how to be a student in my community classes, for reg. ed.
- I need an IEP, so I know what has been done, where we are, where we are going, etc. also, I would like to attend a training(s) on teaching/working with students who have autism.
- A more uniform, consistent environment.
- Strategies to communicate better with student
- I didn't feel very educated when I started the year, but have learned since then what subjects to teach, books to use, etc.
- Sensitivity trainings for students who have classes with peers of special needs. Materials available on-site to identify different levels of autism and their unique educational and physical capabilities.
- Training
- Support from Admin and Special Ed team
- More trainings and more seminar workshops for autism in particular
- Getting more information on the various spectrums of autism.
- Some type of training on effective instructional strategies, communicating with parents of autistic children, available materials, current research, socio/emotional issues.
- Support from District: communication, training, written processes and procedures with relationship to autism and support staff.
- More trainings on how to effectively work with these students
- Smaller class sizes would help
- Smaller class sizes
- Training. Understanding learning challenges of autistic students. Instructional strategies.
- Professional development seminars that focus on intervention
- Training (basic and ongoing)
- Support for social skills training (parents, staff, students)
- One on one meeting with whoever works with the autistic student being brought into my class.
- Implement behavior contracts and follow through with them
- More help from Admin and District
- Mini Seminar, in-service or Staff development Day

- Patience
- More training than the 45 minutes that was given.
- Training on teaching strategies
- More information about the disability and techniques to use in the classroom
- More information on instructional strategies for autistic students as well as continued support from all administrators when behavior issues arise.
- A conversation with someone who is p on the latest with autism, especially Ausbergers. Then I would like a simple list of symptoms/behaviors and a list of appropriate behavior and curricular accommodations.
- Access to current research based data. Time to network with other Special ed teacher to discuss how best to work in the real world situations
- More training in area of treatments and in are of assessment
- Social thinking training
- Strategy training
- Administrator knowledge, support and collaboration with PDC supervisors. SJUSD needs to do more.
- District workshops to specifically address teaching strategies for working with students with autism
- Trainings
- Continued support of students with autism by site administrators and fellow teachers. Good communication and strategies used by the staff.
- Teachers need more training for working with students with autism
- More communication with the special ed dept. and more support from aides to directly assist students.
- Workshops on autism. How it affects learning, language, etc.
- Make sure the students has an aide that is competent and well-trained.
- Better communication and paraprofessional help.
- One on one aid/assistant specialist is necessary
- More strategies to use in class
- More training
- Being truly a part of the process in determining placement and services for autistic children and consistency in how these are provided
- To be more effective in my work with students who have autism I need more strategies to monitor their behavior
- Training on effective strategies before a student enters the classroom would be very helpful
- Knowing who is supposed to give me instruction for each autistic student, the RSP teacher or someone else.
- Materials at appropriate instructional level
- More training for general ed teachers so they are better prepared for mainstreaming
- Social thinking groups
- Training
- More professional development opportunities
- More communication between teachers and ABA's
- Teachers being informed on programs or procedures ABA is doing with student.
- Better communication on the end of the district, more trainings from the district, better training of the district special education managers and program specialists.
- Training. Better communication about when students with autism will transfer into my classroom
- All training in working with autistic students was not provided by the district. The district support has been totally inadequate.
- Training, awareness prior to placement. Support to help the student. On-site ABA support
- More updated in-services, not out of pocket and at a time I can attend
- More trainings to better help these students.
- Strategies for dealing with unexplained outbursts
- How to train student in the general ed classroom t support, encourage and engage students with autism. Also, just tips on how and when to discuss it in the general ed classroom
- More training with respect tot the latest research on effective strategies to work with students with autism

- More opportunities to meet with staff to discuss issues relating to autism
- Trainings offered during work days
- Much more in-services on instructional practices and materials that are used, including assessment tests.
- More materials
- More district provided workshops
- Professional development