





My child has not had a consistent 1:1 aide, he has had subs for the last 2 years. There is no continuity for him when his aide is different every month. This makes it difficult for everyone involved.

I love the school he is at

He is more sociable and cooperative with people

Child need help with social cues badly

It's a little difficult for my son in classrooms that have behavior problem students - it's very distracting

IEP times are for school staff, not my schedule...school wasn't accommodating of my work schedule for meetings

**Speech 36 - 39 responses per question**

1. My child is making progress in his/her speech program. **Average: 3.41**

1 - 5      2 - 3      3 - 11      4 - 11      5 - 9

2. There is good communication between myself and my child's Speech Therapist. **Average: 2.86**

1 - 8      2 - 6      3 - 13      4 - 12      5 - 7

3. My child's Speech IEP is being followed. **Average: 3.36**

1 - 3      2 - 5      3 - 13      4 - 6      5 - 9

4. **My child has had success with Speech Services because:**

My child enjoys school and learning now. He no longer is afraid to learn something new.

Good speech therapist

services Thanks to ABA and private speech therapy. Obviously, we are not happy with speech through the school

staff and teacher are professional

of early intervention and good luck

great staff - speech therapist at school

wonderful speech therapist, great communication with parents

teaches him the right behavior in a small group and goes over the comprehension problems

verbs, etc.. I read to him everyday after school and use flashcards to teach him sight words, nouns,

of patient teachers and the willingness to teach him properly

he is speaking in complete sentences

the daily services

the daily practice

he trys hard

of his teacher

he has more words now

when he was given services

**ADDITIONAL COMMENTS:**

no speech therapist at the school consistently

counselor was taken away

the teacher is very knowledgeable and educated in this field

I have never seen the speech therapist

speech services were not available for a few weeks

program son's communication has increased dramatically since enrollment in the Terrell autism

lots of concern here - not enough teachers

respond I have seen no success in speech. child is too distracted in his group setting and so does not to therapist. Group speech is not appropriate for him

very difficult to get an appointment with the SLP teacher

Due to turnover of SLPs last 3 years goals and objectives difficult. Also, child has severe SLP needs that are not currently being met by district SLP. I have had to enlist 90 minutes per week of private speech.

5 – 10 minutes per week are used with private speech therapist so she can tell me what she is doing and what I should do...I get homework...school district speech – my busy schedule and her busy schedule make communication impossible. However, my son likes going to speech and I know she is definitely competent and working hard.

My child has language formation issues. The speech teacher is unable to address these issues. I only keep my child in the speech program because if I let go of the service it would be very difficult to get it back if needed. I feel that we need to look more closely at social skills/non-verbal challenges

**Occupational Therapy 26 – 27 responses per question**

1. I have seen progress as a result of my child's Occupational Therapy program. **Average: 3.81**

1 – 2      2 – 1      3 – 7      4 – 7      5 – 10

2. There is a good communication system between myself and my child's Occupational Therapist. **Average: 3.23**

1 – 4      2 – 3      3 – 9      4 – 3      5 – 7

3. My child's OT IEP is being followed. **Average: 3.76**

1 – 1      2 – 2      3 – 10      4 – 6      5 – 7

4. **My child has had success in Occupational Therapy because:**  
of the quality staff – no direct service consult only  
we have pursued private OT  
his OT is a great person who enjoys working with the children and she motivates them  
his OT works well with him  
great therapist, wish he could have more  
he already had OT before and has good fine motor skills  
I can talk with her and we communicate  
no great success  
experience, knowledge and collaboration by OT  
wonderful OT  
everyone is following what needs to be done  
I have no idea  
last OT had great communication  
I work on it here at home  
OT is wonderful  
he has learned things ge couldn't do before e.g.. use scissors  
the therapist really make an effort to make OT interesting  
of her constant efforts and inputs  
ildon't know

**ADDITIONAL COMMENTS:**

Throughout the last 7 years up to this year OT has been incredible  
I'd like more gross motor deficits to be addressed as well as sensory issues  
OT is great fun as my son puts it...OT is a wonderful OT  
There should be additional questions asking about communication at the district level

**Applied Behavioral Analysis (ABA)**

1. My child's ABA provider is: Tucci – 2    NorCal vocational – 1    ELKA – 1    CLC – 5    Unnamed – 1

2. The therapists are on time. **Average: 4.5**

1      2      3 - 2      4 - 1      5 - 7

3. The therapists keep their scheduled appointments. **Average: 4.6**

1      2      3 - 2      4      5 - 8

4. The ABA team meets at least once a month to discuss my child's progress. **Average: 3.5**

1 - 1      2 - 1      3 - 4      4      5 - 4

5. The ABA team provided me with a "Behavior Plan" specific for my child's behaviors. **Average: 4.2**

1 - 1      2      3 - 2      4      5 - 7

6. The team leader is knowledgeable and competent. **Average: 4.1**

1      2 - 1      3 - 2      4 - 2      5 - 5

7. The team leader returns my calls and e-mails. **Average: 4.3**

1      2      3 - 3      4 - 1      5 - 6

8. The Jr. Therapists understand how to perform and record each drill. **Average: 4.2**

1      2      3 - 3      4 - 1      5 - 5

9. I can tell what is being worked on by looking in the binder. **Average: 4.1**

1      2 - 1      3 - 3      4      5 - 6

10. I can tell how my child is doing by looking in the binder. **Average: 4.0**

1      2 - 1      3 - 3      4 - 1      5 - 5

11. I understand why the team is performing each drill to meet each IEP goal. **Average: 4.0**

1      2      3 - 5      4      5 - 5

12. When a new behavior occurs, the ABA therapist gives me a support plan. **Average: 3.7**

1      2 - 1      3 - 4      4 - 2      5 - 3

13. I believe that my ABA provider is giving me sufficient instruction/support to implement the ABA strategies at home. **Average: 3.7**

1      2 - 2      3 - 2      4 - 3      5 - 3

**ADDITIONAL COMMENTS:**

I have the pleasure of working with ELKA for almost 5 years. They have been extremely instrumental in the development of my child

Vendors seem to become overloaded when they work with the district and quality can go down. Spec. Ed. needs to oversee therapists/vendors and act more like case managers throughout child's school career. I feel like no one knows my child at IEP



to the Terrell autism classroom.  
 computers in the classroom, after school playgroup, more mainstream for role modeling  
 that my son spend more time with students who are not in special ed. also, that my son play sports  
 that are appropriate for his age.  
 we are very happy with Terrell autism class  
 IEP program needs a lot of work. Seems as though certain team members show up at their own  
 convenience....not fair to teacher, me and my student.  
 he needs help with comprehension problems  
 1:1 aide, reading tutor  
 a social skills program would be helpful  
 1:1 reading practice  
 my son's behavior problem was never addressed by his teacher  
 a group my son could join with teens  
 would like to see more social skills programs  
 consistent comments in my child's communication book so we could work on issues as they come  
 up.  
 would like a tutor to help son improve himself  
 better understanding of autism by staff and teachers  
 individual speech services...when done in groups not all are on the same level  
 need a small class for HFA/Asperger kids who are not ready for full inclusion. Sensory issues need  
 to be addressed to help them cope and learn. I would like to see parent  
 training on handwriting, behavioral support, nutrition recommendations etc.  
 special ed. admin needs to be in these classrooms and see what it looks like  
 and where they can improve. I get the impression most have not visited spec. ed.  
 classrooms. Also we need SDC inclusion support at all campuses so kids don't have to be bussed  
 across town to attend school. Autistic kids need a sense of community, a place to belong. Their  
 neighborhood schools do the best job providing that setting  
 More training for special ed and general ed teachers by individuals knowledgeable in children with  
 autism, ABA , and inclusion would be helpful.  
 Prevocational life skills classes for inclusion students age 10-14 who have had prior ABA programs  
 Train teachers in basic tricks that are taught in ABA...written schedules, first this then, prior warning  
 of changes ...there are basic phrases that autistic kids are taught in the first two  
 months of ABA. These are as important as knowing to call 911 for  
 help. Teachers should be aware and use these to prevent behavioral  
 outbursts in class. The ABA companies would be held accountable for teaching these.  
 Brina Siegal said compliance is needed in order for a child to make it in a classroom.  
 We need good speech therapist  
 Better teacher to student ratio

**6. Please write any additional comments below.**

It has been an emotional and painful battle since elementary to fight for what our child deserves,  
 all we get is negative responses. There is no encouragement to the student with  
 disabilities that he is worthwhile and can go to college and success. all one feels  
 is good riddance. This semester has been fairly good. Advisors  
 recommended american sign - not even giving information such as: the jr. college has  
 a special ed program or the American sign teacher make no accommodations. We were specifically  
 told that Leland has a reputation to uphold. If they made accommodations in regular classes that  
 would lower the standards of the school and what the colleges would expect from them. At  
 several IEP meeting the teachers said they didn't know how to make  
 accommodations and he certainly won't pass a class that is compressed into a  
 couple of months. I attended Williams, Bret Harte, and Leland. I cannot say  
 that I am proud of what my children got at those schools. It is quite sad.  
 These children need to be taught social skills  
 Thanks a lot  
 My satisfaction could be improved - my daughter has made progress this year, but her IEP goals  
 have been consistently too hard or too easy  
 I checked dissatisfied because I am not happy with the way district office is addressing the move

from elementary to middle school. I have had to tour schools one by one with out any help from special ed. department at SJUSD or my child's program specialist. What I have seen at the MS I do not approve of and feel that SJUSD need to develop a program at the MS level to facilitate the ever-growing population of autistic children within SJUSD at the Middle and High school levels. SJUSD drops the ball when children leave elementary school and move up to middle and his school. When will this be addressed?

I have two autistic children at Carson and each experience has been different. I am so happy that my 1st grader is there and I see progress everyday.

Regarding overall satisfaction...in the beginning I would have to say not sure however the problems I have had are with the way the initial assessment was dealt with. I was not happy with both the program specialist or the school psych. I am angry to this day because my son lost so much time. He spent all of kindergarten in regular ed with me as his 1:1 to help him transition while his assessment was put on the back burner with the program spec. and the psych. So my opinion of the way the assessment was done is dissatisfied. I am however extremely satisfied with the team that works with my son now.

I would like written information translated into Vietnamese.

The district has been great in providing the special services. Thank you

My son has been able to go from grade to grade with no progress in math or reading. Is it against the law to hold him back a grade?

A program for autistic kids not general development delay kids...more staff to student ration... a more considerate speech teacher and program

The biggest issue at school is he cannot control his body..if the teacher and the aide would implement the suggestions from the ABA and the OT I feel my child would be more successful in school and less frustrated.

SJUSD autism program is almost useless. We can't get any services outside of 1 hour of speech per week/ the IEP committee worry more about their funds than the progress and well being of the child.

Every year it has been a struggle to keep the 1:1 aide for my child. It's clear that when it comes time for the IEP a decision has already ben made to pull the aide with out anyone making classroom observation of my child or without discussing how he is doing with the classroom teacher

**7. Please rate your overall satisfaction with your child's special education program.**

Dissatisfied – 6

Satisfied – 18

Not sure – 4

Excellent – 11