



Blueprint for Creating a Classroom for Evidence-Based Practices in Autism

Introduction

From 2010-2012, the Texas Statewide Leadership for Autism Training has partnered with the National Professional Development Center on Autism Spectrum Disorders (NPDC) to promote the use of evidence-based practices for children and adolescents with autism. These model site classrooms have ranged from PPCD (preschool program for children with disabilities) to high school. The Evidence Based Practices classrooms have served students across the autism spectrum in multiple settings from self-contained to classes that are fully included. This document is, as labeled, a blueprint. It details some of the basic steps needed to implement evidence-based practices in autism with students in the classroom.

We used the 24 evidence-based practices identified by the National Professional Development Center on ASD. Each model site selected practices from this list that were matched to their identified needs, based on results of a classroom evaluation. Combined with a frequent coaching relationship with a person that is knowledgeable with the Evidence Based Practices, we believe that this is the strongest model for the development of Evidence Based Practices available. Keep in mind that every child with autism is unique and so are the teachers, parents and other professionals, who serve them. Classroom implementation of evidence-based practices will be as varied as the students served.

With this in mind we are proposing a framework to help other ESCs devise, develop and support the use of Evidence Based Practices in their region. This seven step program is organized around the resources provided by the National Professional Development Center on Autism Spectrum Disorders. The proposed project does not have the endorsement of the NPDC and it will not be funded with outside monies from any presently known funding source. It is hoped that ESCs will collaborate through the Autism Statewide Training Network to provide support and training as part of a local plan developed by each ESC.

The seven steps detailed below include:

1. Form a Team,
2. Evaluate and Identify Team Skills and Knowledge,
3. Conduct a Program Review,
4. Select Appropriate Evidence Based Practices,
5. Implement Evidence Based Practices, Goal Attainment Scaling and Coaching Support,
6. Evaluate the Evidence Based Practices Program,
7. Expand the Evidence Based Practices Program.

Gather a Team

In schools, no one works alone. It takes a creative, flexible team to support students with autism spectrum disorders in the classroom. We recommend the following as core team members. Remember that other specialists serving students with autism could also be added. Some work can be completed electronically, but the team should meet face to face for some meetings – we do not specify a schedule, but you need to all agree to a system to meet your needs. Someone has to be the lead on the team to get things started and underway. A mature team can rotate this responsibility, but a new team will need more direction from a skilled facilitator at least at first.

1. Teacher of student with ASD, both special education and general education

2. Parent/Family Representative – this may be parent, guardian or immediate family member of one of the students or the student him/herself. This parent representative should be willing to share information with other parents
3. Campus Administrative Representative – Someone who can make staffing and funding decisions
4. Coach – This can be the district’s autism specialist or someone who has experience working with students with autism, who can coach and guide the implementation of evidence-based practices in the classroom
5. Others – Paraprofessionals, Speech/Language Pathologists, etc. Others who are supporting the student with autism.
6. Regional Autism Contact -- Many of the regional contacts have been involved in our model site project and have practical experience to share with teams.

Please consider additional training for forming and maturing teams if the designated group is not experience working as a viable functioning team. Team meetings should take 30-45 minutes, follow an agenda set from the previous meeting and make effective decisions about the program. Team members must commit to make the necessary adjustments necessary to work with a group of diverse individuals built around a specific project.

Identify Basic Team Training Needs

Identify the basic training needs for the team. We recommend that all the team members complete the following free online courses and review the NPDC’s information on evidence-based practices. Team members should complete an individual assessment of skills and knowledge related to the 24 Evidence Based Practices published by the NPDC. This form is available in the Appendix.

These free courses should provide a basic foundation for the project.

1. Autism 101: Top Ten Pieces to the Puzzle --
https://ci.esc13.net/transcript.html?year=all#_1319029460005&url=/show_class_info.html%3Fclassid%3D19638
2. Standards-Based IEP Free Online Training Module --
<http://portal.esc20.net/portal/page/portal/esc20public/SpecialEducation/AGCHome/AGCStatewideLeadership>
3. National Professional Development Center on Autism Spectrum Disorders: Evidence-Based Practices -
<http://autismpdc.fpg.unc.edu/content/evidence-based-practices>

Conduct a Program Review

Conduct a review of the current program. There are several good program reviews available (see listing below). Each of these program reviews will generate a report that suggests areas of need, such as communication, classroom structure, behavior, independence, or social supports. The APERS is the assessment that was used in the Model Sites Project and all ESC contacts will be offered training in the implementation of the APERS, but it is not mandatory that participants use any specific classroom evaluation. You will be expected to generate a report of your findings that will be used to guide team decisions. It is expected that identified areas of need will have suggested EBPs for team consideration.

1. **Autism Program Environment Rating Scale (APERS)** -- National Professional Development Center on Autism Spectrum Disorders (NPDC). Contact your local ESC Autism Contact for more information (<http://www.txautism.net/regcontacts.html>). Note: The APERS has two versions Preschool/Elementary and Middle/High School. Make certain to use the one most appropriate for your classroom/students. The newer version – March 2011 also has a teacher self-assessment as part of the tool. When using the APERS you will be provided with a scoring program that will generate graphs for your report. Locate the document titled APERS calculators to utilize this resource. If you have questions about the tool, contact your Texas Statewide Autism Training Network lead for information.
2. **Autism Rubric: Quality of Service Indicators** – ESC Region 20 Linda Davidson has provided complimentary copies of this tool to all ESC Contacts in the past. If you are new to this job, that tool should be somewhere in the materials that you have inherited. https://portal.esc20.net/pls/htmlldb/f?p=272:10:3723902941309535::LP:NO::P1_ID:92

3. **Autism Program Development and Review Protocol™ (APDAR Protocol) – ABTA Products**
<http://www.abtaproducts.com/publications.htm>

Selecting Appropriate Evidence-Based Practices

Using these reports generated from your program review and the information in Tables 1 and 2 determine the evidence-based practices most appropriate for this classroom. It is recommended that the team choose no more than 2-3 interventions to provide focus for development initially. We recommended this number because we used these EBPs as data points to determine effectiveness of the program. This decision should be made by the Team that was formed earlier.

If you have questions about the practices that best meet your identified needs, contact the Texas Statewide Autism Training lead for guidance and information

Table 1 – NPDC’s Evidence-Based Practice by Age Group

Evidence-Based Practice	Early Childhood	Elementary	Middle/High School
Antecedent-Based Interventions (ABI)	X	X	X
Computer-aided instruction	X	X	X
Differential reinforcement	X	X	X
Discrete trial training (DTT)	X	X	
Extinction	X	X	X
Functional behavior assessment (FBA)	X	X	X
Functional communication training (FCT)	X	X	
Naturalistic interventions	X	X	X
Parent-implemented interventions	X	X	
Peer-mediated instruction/intervention (PMII)	X	X	X
Picture exchange communication system (PECS)	X	X	X
Pivotal response training (PRT)	X	X	X
Prompting	X	X	X
Reinforcement	X	X	X
Response interruption/redirection	X	X	X
Self-management	X	X	X
Social narratives	X	X	X
Social skills training groups	X	X	X
Speech generating devices (SGD)/VOCA	X	X	X
Structured work systems	X	X	X
Task analysis and chaining	X	X	X
Time delay		X	
Video modeling	X	X	X
Visual supports	X	X	X

¹ Adapted from: Odom, S. & Cox, A. (2010) *Research-Based Intervention, Translation to Practice and Implementation for Learners with Autism Spectrum Disorders*. Washington, DC: Presentation at the OSEP Project Director’s Conference.
http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2010OSEPProjectDirectorsConference_7-19-10.pdf

Table 2 – Evidence-Based Practices by Domain

Evidence-Based Practice	Academics & Cognition	Behavior	Communication	Play	Social	Transition
Antecedent-Based Interventions (ABI)	X	X				
Computer-aided instruction	X					
Differential reinforcement		X	X		X	
Discrete trial training (DTT)	X	X	X	X	X	
Extinction		X				
Functional behavior assessment (FBA)		X	X			
Functional communication training (FCT)		X	X			
Naturalistic interventions			X		X	
Parent-implemented interventions		X	X	X	X	
Peer-mediated instruction/intervention (PMII)			X		X	
Picture exchange communication system (PECS)		X	X		X	
Pivotal response training (PRT)	X	X	X	X	X	
Prompting	X	X	X			
Reinforcement	X	X	X			
Response interruption/redirection	X	X				
Self-management	X	X	X	X	X	X
Social narratives	X	X	X	X	X	
Social skills training groups			X		X	
Speech generating devices (SGD)/VOCA			X			
Structured work systems	X			X		X
Task analysis and chaining	X	X	X		X	
Time delay	X		X	X	X	
Video modeling	X		X	X	X	
Visual supports	X	X	X	X	X	X

¹Adapted from: Odom, S. & Cox, A. (2010) *Research-Based Intervention, Translation to Practice and Implementation for Learners with Autism Spectrum Disorders*. Washington, DC: Presentation at the OSEP Project Director’s Conference. http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2010OSEPProjectDirectorsConference_7-19-10.pdf

Implementing the Selected Evidence-Based Practices

Once you have selected the evidence-based practice(s) you will implement, two action plans need to be created. The first is for team training and the second is for practice implementation. As you are working to implement these evidence-based practices, keep good data collection in mind. Many of the evidence-based practice briefs have data collection systems and forms for use with the practice.

Training Action Plan

Now that you have selected your evidence-based practice(s), it is time to review your team training. One of the best places to start is to read the Evidence-Based Practice brief for your chosen practice(s). These briefs can be found at this location: <http://autismpdc.fpg.unc.edu/content/brief>. We recommend that you consider the following items in your training needs.

1. Does your team know how to and have they had experience implementing this practice?
2. Is your team familiar with the data collection system suggested by the evidence-based practice brief or do you have to develop one for this practice?
3. Is your team comfortable with the implementation checklist of the evidence-based practice you have chosen?

As you will be working with an evidence-based practice, some training on the implementation checklist would be appropriate. Determine what, if any are your training needs and complete the Training Action Plan. A copy of a sample form is given in the appendix.

Implementation Action Plan

This blueprint is based on using the materials provided through the evidence-based practice briefs provided by the NPDC. As you complete your implementation action plan, use that checklist to determine the activities you will conduct, the materials needed, your data collection strategies and your coaching needs. A sample Implementation Action Plan is included in the appendix.

Coach plays an important role in implementing the evidence-based practices to fidelity. Coaching here is teacher initiated. The coach and the teacher meet to discuss the implementation of the practice. They plan the coaching session. The teacher describes her area of need and when the coach comes to observe the student and the teacher, he/she is concentration on only that one area. A sample coaching log is provided in the appendix.

Goal Attainment Scales

The team should also complete the Goal Attainment Scaling activity for three IEP goals for each of up to three students with ASD in the classroom. This activity will provide the team with a data point to determine the use of targeted EBP upon student progress in the IEP. Forms and instructions are available in the appendix. This should be completed early in the school year and progress evaluated during grading periods. It is not necessary to revisit this process if the student meets GAS guidelines during the school year, but it should impact IEP development for the next annual review. This process is used only as a data point for the project – one of three along with the APERS and the EBP checklists.

Evidence Based Practices Checklists

At this point in the project, the team should also conduct a baseline for the implementation of the steps detailed in each of the Evidence Based Practices that are chosen for the school year. It is strongly recommended that an observer in the classroom conduct this checklist at least every other month during the school year. Data collected at this time may help guide decisions about coaching or even additional training in the targeted Evidence Based Practices that are targeted. Data collected at the end of the year will be compared to the baseline data that is collected at the beginning of the year. This will be the third data point for the project. Checklists are provided free of charge at the NPDC website and these documents should be used in the project.

Evaluation

Good programs are data driven. In this blueprint we recommend these three data points be used.

1. Program review-to be conducted twice during the year -in the early fall and late spring. All ESC contacts should be trained in the administration of the APERS. Information about the other possible tools is provided in the appendix.
2. Goal Attainment Scales – to be conducted at the beginning of the year with up to 3 students in the classroom. Choose three IEP goals for each of the maximum number of 3 students and develop the GAS as instructed. The GAS should be a product created by the entire team. Please be sure to observe FERPA requirements when discussing students with the parent or secure permission from the parents of students that will have IEPs targeted in this program. The team should have demonstrated skill writing observable and measurable objectives. If this skill is lacking with any member of the team, consider utilizing a free training provided by the Access to the General Curriculum team at Region 20. Information about how to access this course is available in the appendix along with forms and instructions for the GAS. This does not replace your typical data collection process for the targeted IEP goals. This data is for the Evidence Based Practices project only.
3. Implementation checklists – It is recommended that the program coordinator (usually the ESC Contact) visit at least every two months to document the appropriate steps in the checklist that is being implemented. Use the first checklist as a baseline and the last as a data point to be used as a comparison. The difference is listed as progress.

4. Program effect – a fourth data point is recommended but not mandated - using the documents in the appendix, secure information from the teacher and parent regarding their views of the value of the information and tools provided. Copies of the forms are provided in the appendix. If using this data point, please plan to collect this at the end of the school year.

Expansion

Once you become proficient and implement evidence-based practices into your classroom, share your knowledge! Share this blueprint with others to expand to other classrooms and other schools in your district. Consider providing support to the team to develop tools that will help encourage participation by other campus teams. We learn information best when we are able to share the information with others.

These efforts will be reported in your Texas Statewide Autism Training Network Implementation Plan due at the end of the School Year.

Forms and Other Helpful Information

Resources

- **Online training modules**
 - Texas Statewide Leadership for Autism Training : Autism Training Series - <http://www.txautism.net/training.html>
 - Autism Intern Modules - <http://www.autisminternetmodules.org/>
- **Standards-Based IEP Free Online Training Module**

The Statewide Access to the General Curriculum (AGC) Network, in collaboration with the Texas Education Agency (TEA), has developed a free online training titled, "**Standards-Based IEPs Goal Development Online Training 2009-2010.**" This free training (Workshop #PD100930-A01) is available through the [ESC-20 iLearning website](#). [Step-by-step Registration Directions](#)

The training focuses on the portion of the ARD process related to developing a student's Present Levels of Academic Achievement and Functional Performance (PLAAFP) and using the PLAAFP to create enrolled grade level measurable annual academic goals. The training should take approximately 1-1.5 hours to complete, and upon successful completion a certificate will be created. The intended audience is general and special educators who are involved in the ARD/IEP process, but other personnel, including parents, are welcome to participate.
- **Autism Internet Modules**

The Ohio Center for Autism and Low Incidence houses a training site that provides free video training in 64 topics related to students with ASD. The National Professional Development Center on Autism Spectrum Disorders has partnered with OCALI and others to provide training in the 24 Evidence Based Practices that the NPDC has determined to meet their criteria to be designated as EBPs for ASD. To access this training you must have an account with AIM. Use the following site to register and take the courses www.autisminternetmodules.org/

TRAINING ACTION PLAN

Name: _____ Date: _____

District: _____ Campus: _____

Practice/strategy	Training Type (Workshop/Online Course/Reading)	Time Line	Additional Notes

IMPLEMENTATION ACTION PLAN

Name: _____ Year: _____

District: _____ Campus: _____

Activity	Materials	Personnel	Start	Evaluation

Goal Attainment Scale Form

Person(s) completing the form:

Date:

Classroom:

Student/Child (initials):

Much less than expected <i>(Present level of performance)</i>	
Somewhat less than expected <i>(Benchmark)</i>	
Expected level of outcome <i>(Annual Goal)</i>	
Somewhat more than expected <i>(Exceeds annual goal)</i>	
Much more than expected <i>(Far exceeds annual goal)</i>	

*From: National Professional Development Center on ASD

Goal Attainment Scale Form

Person(s) completing the form:

Date:

Classroom:

Student/Child (initials):

<p>Much less than expected <i>(Present level of performance)</i></p>	<p>Step 1. Determine the present level of functioning in the targeted goal. At the beginning of the IEP period, if this information is not already provided with data recently collected on the student, you must collect the information prior to the development of the IEP. This data becomes the baseline from which we will determine progress in the IEP.</p> <p>If you continue this process, at the end of the IEP period, present level of function not only is the final measure for the present IEP, it becomes the baseline for the next IEP goal if there continues to be a need for including the goal in the next IEP.</p> <p>This information should be developed to reflect skill that is measurable and observable. If the EBP team is having problems creating adequate IEP goals, consider the Standards Based IEP training from Region 20 ESC-20 iLearning website. Step-by-step Registration Directions</p>
<p>Somewhat less than expected <i>(Benchmark)</i></p>	<p>3. As a third step, the EBP team will create a benchmark between the baseline and annual goal that reflects a point between the two statements. Meeting this benchmark provides documentation of progress in the IEP even if the student does not meet the established criteria for the annual IEP goal. This is typically an easier process since you have already established a start point and an expected end point.</p>
<p>Expected level of outcome <i>(Annual Goal)</i></p>	<p>2. The second step in the Goal Attainment Scaling process is for the EBP team to create the expected level of skill for the student at the end of the IEP year. Again, the goal should be measurable and observable and should clearly connect to the baseline information reflecting movement toward skill acquisition, maintenance or generalization. This typically is the goal that is included in the official IEP documentation created by the ARD/IEP Committee.</p> <p>NOTE: If the annual IEP goal matches the school year as written and the team determines that the goal is measurable and observable, then this step can be taken directly from the IEP document. If the team does not find the goal to be measurable and observable for them, then the goal should be rewritten for project purposes. If, as a result of this project, the IEP team needs to rework the official IEP goals, a new ARD/IEP meeting will have to be scheduled for the revision.</p>
<p>Somewhat more than expected <i>(Exceeds annual goal)</i></p>	<p>4. The next step in the Goal Attainment Scaling process is for the team to determine a point beyond the annual IEP goal that will reflect a significant change of skill related to the targeted skill. Considering acquisition, fluency, maintenance and generalization as a continuum of skill development, we must be certain that the expectation is moving along that continuum. While the goal must continue to be measurable and observable, it also should clearly be indicative of increased skill, independence, fluency, maintenance and generalization. This information can assist the educator to seamlessly continue program in case the student meets expectations during the year. Improvement of this nature is indicative of developmental spurts beyond team expectations.</p>
<p>Much more than expected <i>(Far exceeds annual goal)</i></p>	<p>5. The last step in the GAS process is the development of a goal that is much beyond the expectations of the EBP team at the beginning of the project. Educators can continue to document the extended progress of the student related to this goal and have a framework for planning interventions when students exceed expectations. For reporting purposes, we can attach a number value to each of the five steps in the GAS process. These numbers can be reported as a median number for each student, a median for the classroom and eventually as a median for the entire project. The numbers attached to this training document is not the same that would be used for reporting purposes. For reporting the different areas should be numbered sequentially.</p>

*Adapted from: National Professional Development Center on ASD

COACHING LOG

Inviting Partner _____

Coach _____

EBP/GAS/Program Target _____

Lesson _____

<p>Pre Observation Conference Date: _____ Time: _____ During: <input type="checkbox"/> Before School <input type="checkbox"/> After School <input type="checkbox"/> Release Time <input type="checkbox"/> Lunch Time <input type="checkbox"/> Planning Time <input type="radio"/> New Target <input type="radio"/> Revisited Target</p>	<p>Focus/Concern:</p> <p align="center">Data Collection Method</p>	<p>Observable Behavior Adult</p> <p>Adult Mastery Criterion:</p>	<p>Observable Behavior Student</p> <p>Maintenance Criterion</p>
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<p>Observation Date: _____ Time: _____ Length: _____ Setting: _____</p>	<p>Focus/Concern:</p>	<p>Notes for Discussion:</p>
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<p>Post Observation Conference Date: _____ Time: _____ During: <input type="checkbox"/> Before School <input type="checkbox"/> After School <input type="checkbox"/> Release Time <input type="checkbox"/> Lunch Time <input type="checkbox"/> Planning Time Length: _____ Setting: _____</p>	<p>Mastery Achieved: <input type="checkbox"/> Yes <input type="checkbox"/> No Notes:</p>	<p>Maintenance Achieved: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Communication Skills Reminders</p> <ul style="list-style-type: none"> • <i>Reflects partner's words</i> • <i>Uses open questions</i> • <i>Reflects partner's words</i> • <i>Clarifies words and feelings</i> • <i>Takes turns; no interrupting</i> • <i>Uses encouragement</i>
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<p>Future Plans/Notes</p>

*From: National Professional Development Center on ASD

FAMILY PROGRAM QUESTIONNAIRE

Date: _____ Student's Initials: _____ School Site: _____

Your relationship to child with ASD: _____

Thank you for taking the time to complete this questionnaire. Your responses will help us create a better learning environment for students.

PROGRAMS AND SERVICES

Please indicate how satisfied you are with the following items related to the programs and services that your child is currently receiving by circling the number that best reflects your answer. **If a question does not apply to you or your child, you may write N/A in the comment section and proceed to the next item.**

1. How satisfied are you with the quality of your child's school/program?

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____

2. How satisfied are you with the quality of your child's classroom environment?

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____

3. How satisfied are you that your child's school/program has helped your child gain academic and thinking skills

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____

4. How satisfied are you that your child's school/program has helped your child gain social skills?

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____

5. How satisfied are you that your child has demonstrated acceptable behaviors at home, school, and in community-based settings?

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____

6. How satisfied are you with the plans that are being made to help your child transition from one school/program to another?

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____

FAMILY PROGRAM QUESTIONNAIRE (CONTINUED)

7. How satisfied are you with the overall quality of services that your child and family are currently receiving?

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____

INTERACTIONS WITH PROGRAM/SCHOOL TEAM

8. How satisfied are you with the level of respect school/program staff has shown for your family's culture?

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____

9. How satisfied are you with the use of your family's preferred language when teachers and other team members communicate with your family?

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____

10. How satisfied are you that your child's school/program has encouraged you and other family members to be involved in your child's education?

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____

11. How satisfied are you with the extent to which your child's school/program has helped you and other family members know what to do to help your child learn?

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____

12. How satisfied are you with the amount of support you receive from your child's educational team to implement IEP goals at home and in the community?

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____

13. How satisfied are you with your family's involvement in the IEP process?

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____

FAMILY PROGRAM QUESTIONNAIRE (CONTINUED)

14. (For middle and high school students) How satisfied are you with your child's involvement in planning his/her goals?

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____

15. (For middle and high school students) How satisfied are you with your child's involvement in implementing his/her goals at school, home, and in the community?

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____

16. How satisfied are you with the choices your child's program/school has given you regarding the time and location of team meetings that are focused on your child?

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____

17. How satisfied are you with your participation in those team meetings as a full team member?

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____

18. How satisfied are you with the information and resources provided by school/program personnel to help you understand your child's strengths and needs?

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____

19. How satisfied are you with the communication that occurs between your home and your child's educational team?

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____

20. How satisfied are you that the program/school professionals respond when your family has concerns about your child's progress?

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____

FAMILY PROGRAM QUESTIONNAIRE (CONTINUED)

GENERAL CHILD/STUDENT OUTCOMES

21. How satisfied are you with your family and child's level of involvement in setting reachable outcomes for your child's education?

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____

22. How satisfied are you with the amount of information that you receive regarding your child's progress?

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____

23. How satisfied are you with how you child's goals are being addressed?

Not at all satisfied	A little satisfied	Somewhat satisfied	Generally satisfied	Extremely satisfied
1	2	3	4	5

Comments: _____
