Autism Friendly Practice

Whole School Evaluation Survey:

Date   **School**

Staff Completing

Teacher   School Officer   Leadership   Other

Purpose of Survey:

The whole school evaluation survey is used by school staff for initial and annual assessment of effective support systems in their school. The results are used to:

1. Annual action planning,
2. Internal decision making
3. Assessment of change over time
4. Awareness building of staff

How is the survey completed?

1. Complete the survey independently.

2. Schedule 10 – 15 min to complete this survey.

3. Base your rating on your individual experiences in the school. If you do not work in classrooms or have a child with autism in your classroom, answer questions that are applicable to you.
4. Mark a tick to indicate not in place, partially in place or fully in place. Then on the right side of the page rate the degree to which improvements are needed (e.g. high, medium, low).

Definitions:

In place = perceived to be 100% in place

Partially in place = perceived to be 50-99% in place

Not in place = perceived to be 0-49% in place

The term Autism is used synonymously with the term Autism Spectrum Disorder or ASD.

Current Status			AUTISM: Knowledge/Understanding	Priority for Improvement		
Fully in place	Partially in place	Not in place		High	Medium	Low
			1. All staff have access to and attend up to date training on ASD's and the implications on learning and behaviour.			
			2. Students are supported using curriculum planning that addresses their disability.			
			3. Staff have opportunities to network with colleagues and exchange information / resources about ASD.			
			4. Interventions found to be effective for individual students are implemented in all areas of the school as needed (e.g. teaching routines, social stories)			
			5. Students with ASD and their families are consulted in individual student planning.			
			6. Staff has access to technology needed to provide adjustments for students with ASD (e.g. assistive technology, communication devices).			
			7. Opportunities are provided for all students to understand and accept individual difference including ASD.			
			8. Students are taught social skills to support their inclusion and participation in school life. (e.g. friendship skills)			
			9. School teams use data based decision-making to ensure academic and social progress of students with ASD (e.g. direct observation, interventions).			
			10. Students with ASD have opportunities to demonstrate their strengths.			
			11. Teachers are aware of and utilize student interests to support curriculum access.			

Current Status			BEHAVIOUR: Positive Support & Wellbeing	Priority for improvement		
Fully in place	Partially in place	Not in place		High	Medium	Low
			1. The school has a small number (3-5) of positively and clearly stated school rules (e.g. be safe, be respectful, be a learner)			
			2. Expected student behaviours are explicitly taught and communicated in multiple ways (e.g. visually, demonstrated through role-play).			
			3. Expected student behaviours are rewarded regularly.			
			4. Problem behaviors are clearly defined and explicitly discussed with students.			
			5. Consequences for problem behaviours are clearly defined.			
			6. Procedures are in place to address crisis situations (e.g. crisis management plan).			
			7. A clear understanding of who is responsible for managing varying levels of behaviour is agreed.			
			8. A team exists for behaviour support, planning & problem solving.			
			9. Staff have access to student information including behaviour triggers when appropriate (e.g. behaviour management plan).			
			10. Data on problem behaviour patterns are collected and summarized within an on-going system.			
			11. Staff and students are aware of whole school strategies to manage bullying.			
			12. Key staff are appropriately trained to manage challenging behavior and crisis intervention within the school.			

Current Status			CURRICULUM: Enabling Access	Priority for improvement		
Fully in place	Partially in place	Not in place		High	Medium	Low
			1. Staff have access to specific time to plan and develop resources for their students with ASD.			
			2. Students with ASD have access to curriculum content that is challenging and that prepares the student to attain their desired secondary or post-school outcomes.			
			3. Staff know how and when to contact external professionals and are supported to make reasonable adjustments in educational programing.			
			4. Teachers provide a variety of ways in which students can communicate their learning and adjust assessments when appropriate (e.g. extended time).			
Fully in place	Partially in place	Not in place	**ENVIRONMENT:** Minimizing the Impact of Sensory Sensitivities	High	Medium	Low
			1. Key staff within the school are confident in their knowledge and understanding of sensory difficulties associated with students with Autism.			
			2. Staff provide students with access to an appropriate break area / time, to support the sensory needs of students with Autism.			
			3. Students are aware of and have access to a familiar member of staff in the school that they can talk to during the school day.			
			4. Structured lunch time activities are available to provide a less stimulating sensory environment if required.			
			5. Behaviour support plans are in place for students that require them and are generalized to non-classroom settings			
			6. All staff have access to information and agreed strategies to support positive social interaction for students with ASD.			

Current Status			Transition: To school, To High School and Post School	Priority for improvement		
			1. The enrolment process results in a clear action plan for transitioning individuals with ASD into the school.			
			2. Teachers have access to student specific information prior to the student with ASD starting in their class (e.g. documented adjustments required.)			
			3. Students have prior knowledge of and support to manage significant school events (e.g. prior knowledge of fire drills, preparation for school camps).			
			4. Secondary students have access to regular work experience opportunities and are provided with appropriate preparation.			