WORKING AS A TEAM

- How are parents included as part of team planning and decision making for their child?
- Are there regular team meetings to discuss the needs of students with IEPs and do they use a problem solving process (e.g. Statewide Autism Resources Training (START) meeting mechanics)?
- Have staff participated in training through the START Project and if so, how does their START-trained coach support the team in planning and implementation?
- How does the team ensure that instruction and support plans are age appropriate and respect the dignity of students?
- How are services provided by related service staff (e.g. speech therapists or occupational therapists)? Do they include services in the classroom to promote generalization of skills to other settings?
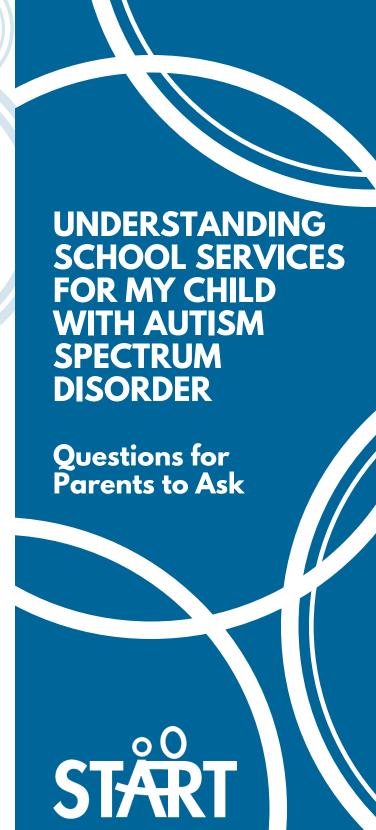
GET IN TOUCH

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UNDERSTANDING SCHOOL SERVICES FOR MY CHILD WITH AUTISM SPECTRUM DISORDER

Questions for Parents to Ask

START

Statewide Autism Resources & Training

START

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WHAT WILL SCHOOL SERVICES LOOK LIKE FOR MY CHILD WITH AUTISM SPECTRUM DISORDER (ASD)?

Under each topic, there are suggestions for parents to think about and discuss with their child's teacher, building administrator, or school team.

Parents are encouraged to be active members of their school team.

LEARNING ENVIRONMENT

- In what ways do students participate in general education settings (e.g, math, science, social studies) and curriculum with non-disabled peers?
- Is there a peer to peer support program in the building and do students have access to peers throughout the day (e.g. in classrooms, hallways, lunch rooms, at recess)? Do students earn credit for the program at the high school level?
- How do staff build positive relationships with students and use their unique interests and motivation?
- What kind of accommodations and changes to the curriculum are made to meet student learning needs and to ensure students can demonstrate what they know?
- What types of evidence-based practices are used to support students (e.g. visual schedules and supports, reinforcement, video modeling)?
- What functional communication systems are used to support communication (e.g. picture exchange, sign language, technology) and how are students assisted to use these systems across settings and people?
- How are students assisted to participate in a range of school activities and events including activities after school hours?
- How are Extended School Year (ESY) decisions addressed and do you have established summer programs for implementing ESY services, if eligible?
- What do you believe are the top 3 strengths of your school for supporting a student with ASD?

BEHAVIOR SUPPORT

- Does the building have school-wide Positive Behavioral Interventions and Supports (PBIS) in place with school-wide expectations established (e.g. Be Safe, Be Responsible, Be Respectful).
- In what ways do school staff prevent challenging behavior and teach, encourage, and support appropriate behaviors?
- How are serious challenging behaviors and crisis situations addressed?
- If a student needs a behavior plan, how is it developed and implemented? How is the parent included in the planning?

INDEPENDENCE & INVOLVEMENT

- How are students taught to be as independent as possible throughout their day?
- How are students encouraged to develop self-advocacy such as participating in their own IEP?
- Is the START Passport used to develop and connect home and school goals?