

Teacher Exposure to LINK Programming Having ASD / CI students in their Classes			
	2015-16	2016-17	2017-18
Teachers who had ASD students in room	7%	20%	40%
Teachers who had LINKS in room	7%	7%	20%

Teachers who had ASD students in room and Teachers who had LINKS in room



7% of Teachers have heard Margie speak

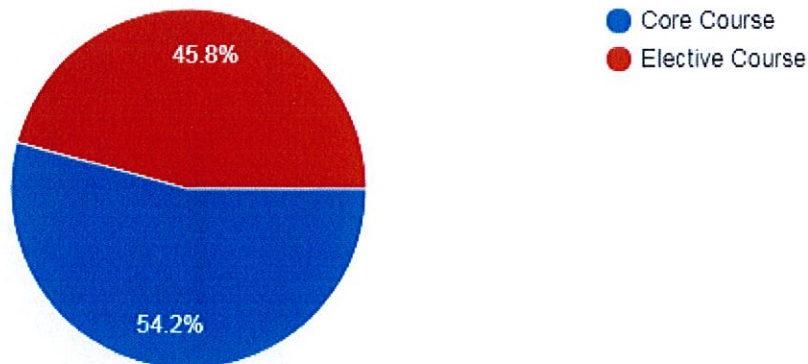
Almost All Departments have had a ASD Rep come speak about programming

GRANDVILLE HIGH SCHOOL TEACHER PERSPECTIVES ON LINKS INCLUSION PROGRAM

- Asked the 25 Teachers in the Building who have had ASD students in class to complete the Survey
- Did not include Teachers who've had ASD students in the past but not this school year

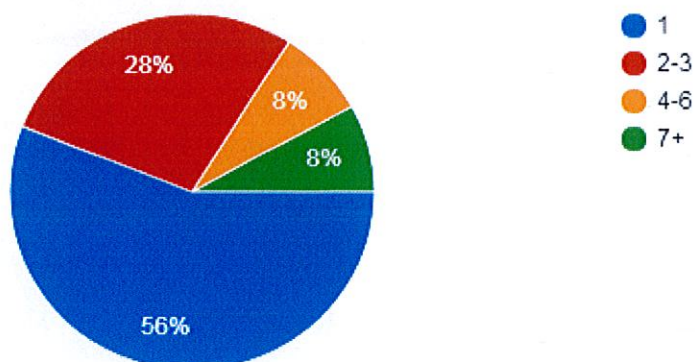
Type of Course

24 responses



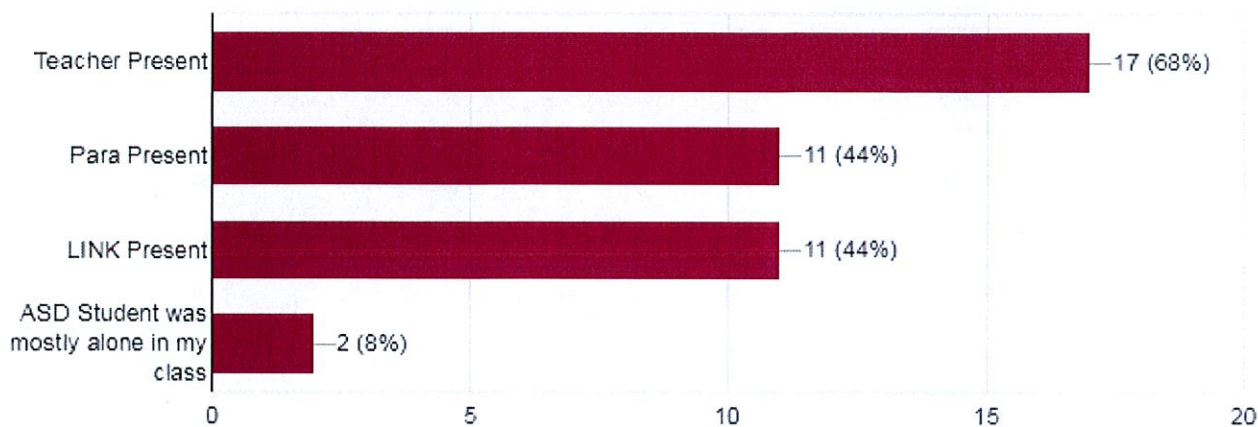
Please indicate the number of classes where you have had an ASD student included over the past year.

25 responses



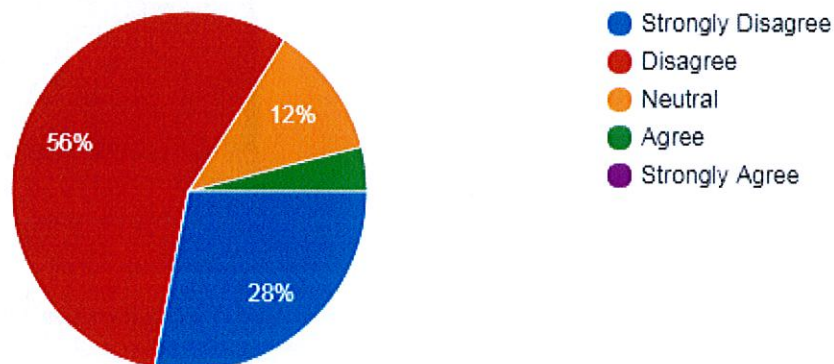
Check all the Experiences that Apply to You & Your Class:

25 responses



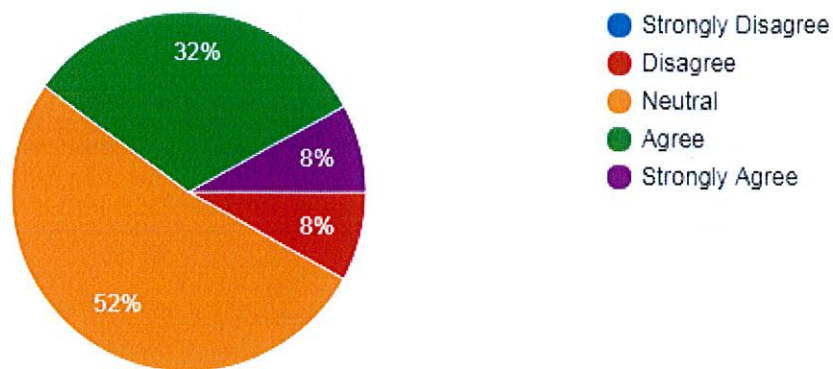
Having ASD students in class hindered my teaching and the learning of my students.

25 responses



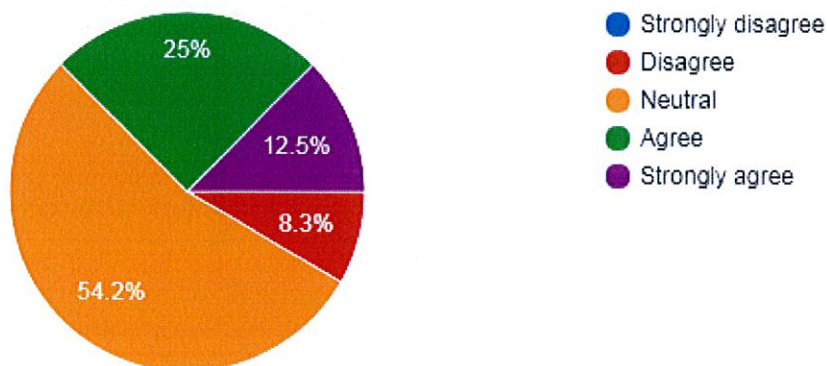
Having ASD students in class had a positive effect on class environment.

25 responses



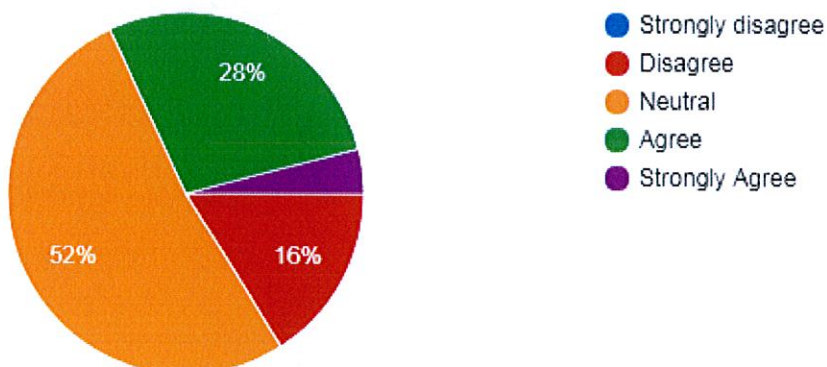
Having an ASD student in class had a positive effect on my teaching.

24 responses



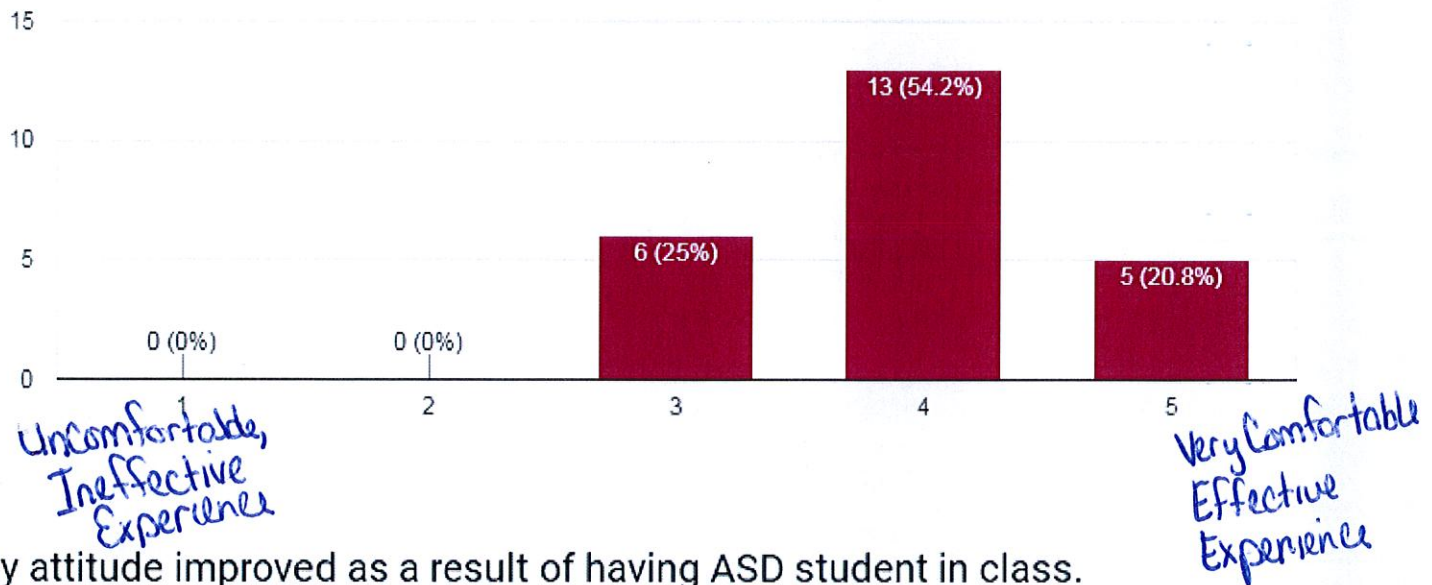
My perception about ASD inclusion changed as a result of having my ASD student.

25 responses



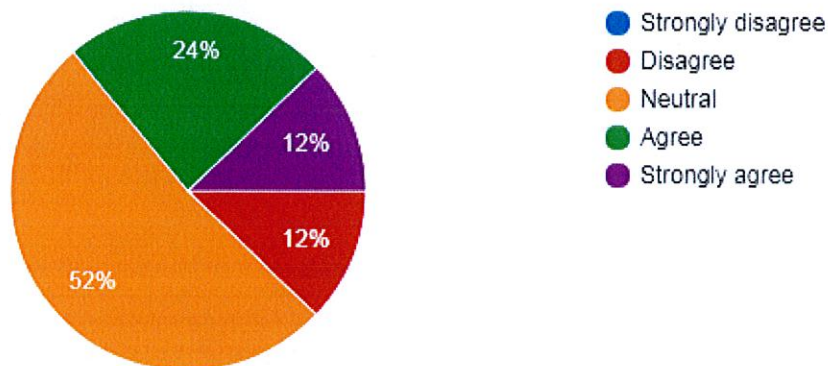
I enjoyed the experience of having an ASD student in class.

24 responses



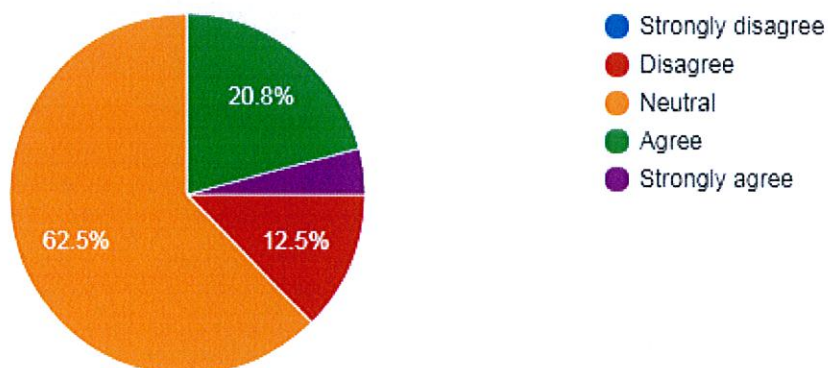
My attitude improved as a result of having ASD student in class.

25 responses



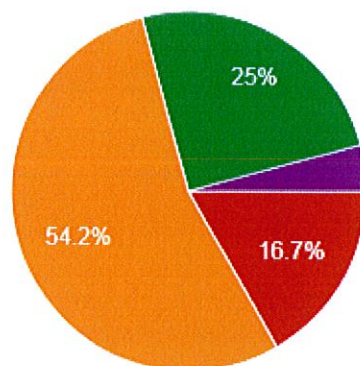
My students' attitudes improved as a result of having ASD students in class.

24 responses



My students' behaviors improved as a result of having ASD students in class.

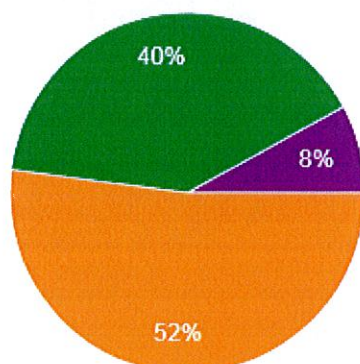
24 responses



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

I observed growth in the ASD student.

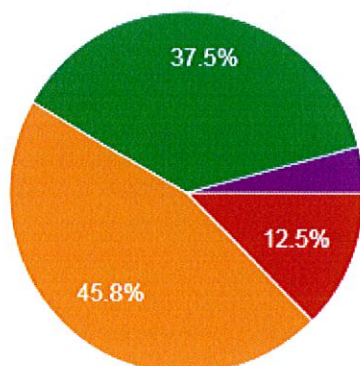
25 responses



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

I observed growth in my students.

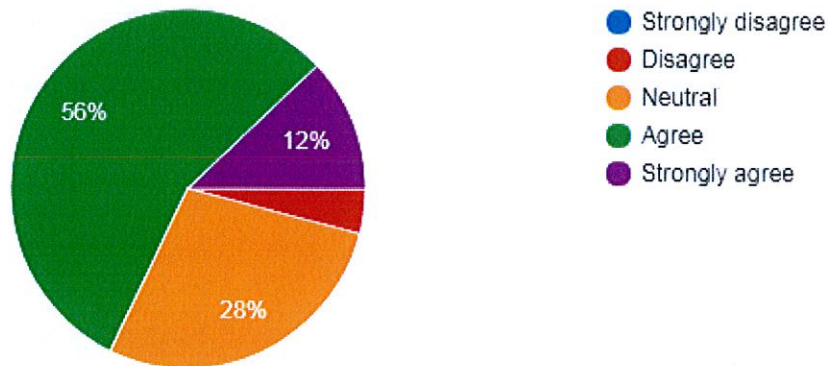
24 responses



- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

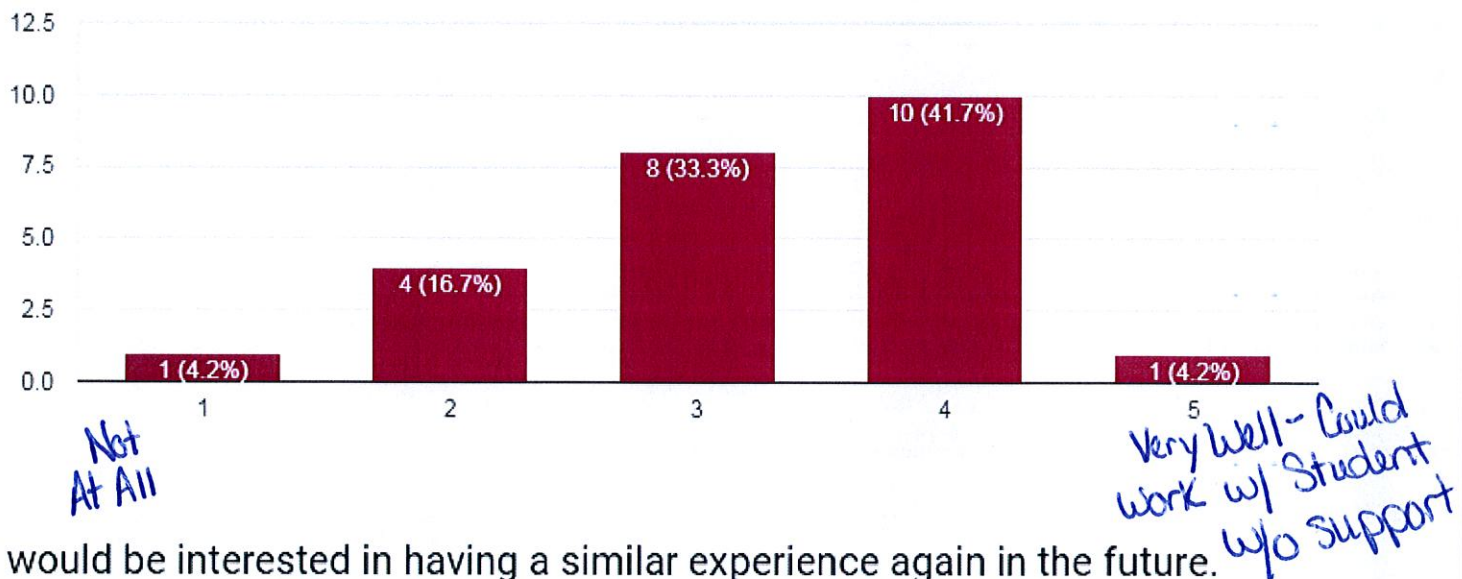
Perceptions of inclusion within faculty and students has improved this school year.

25 responses



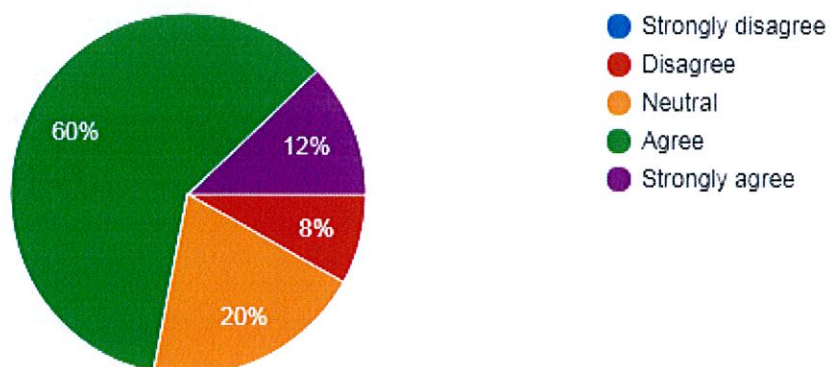
I know how to work with the ASD student in my room.

24 responses



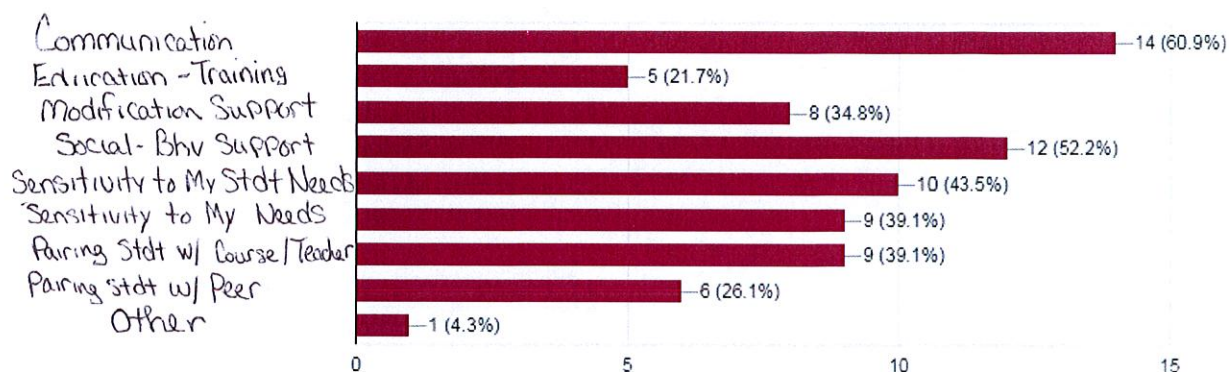
I would be interested in having a similar experience again in the future.

25 responses



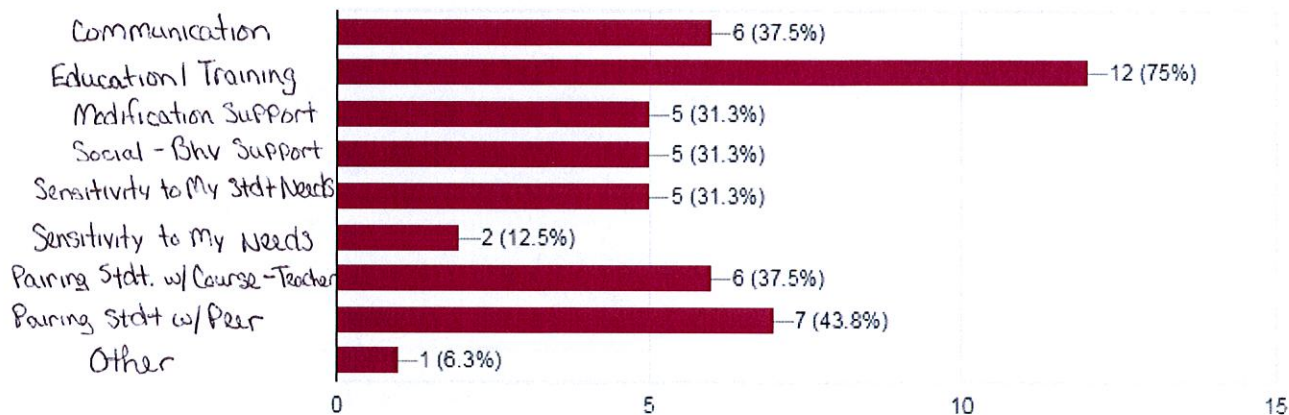
The Following Pieces of Inclusion Programming were implemented well

23 responses



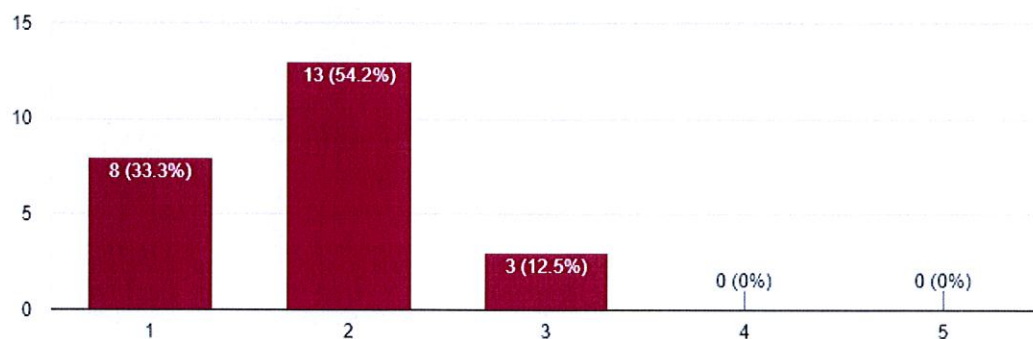
The Following Pieces of Inclusion Programming could have been implemented better

16 responses



Having ASD students in class was distracting to my teaching and the learning of my students.

24 responses



None of Time

All of Time

General comments about Inclusion Programming

13 responses

- It went well after a sort of disorganized start. I had about a five minute conversation about the students joining my class and that was it. The first couple of unit did not go very well but after some practice with trial and error things are going very smoothly.
- I think it would be nice to be introduced to the students ahead of time and have a meeting with the teacher/para to get an idea about what will work/is appropriate for that student. I wasn't sure how to engage the students, if you can shake hands or high five or what type of a response I should expect. I think that is a reason students have apprehension about engaging ASD kids too because they aren't sure what kind of a response they are going to get.
- I'm not a great one to survey because my inclusion student was with teacher and doing their own thing during the 10-15 minutes they were in class.
- I enjoy having students in my class
- Love it! I was happy to be a part of it and my thoughts on inclusion were confirmed- MORE MORE MORE!
- A good start, but we need A LOT more information and training.
- A lot of my statements were neutral or disagree because the ASD student(s) didn't improve or disrupt the class, they were usually just there. They had no noticeable effect on the classroom and the students. The ASD students and the regular class didn't have many chances to interact with eachother. I don't believe they were even working on the same materials as the rest of the class, they left a little while before class ended, usually before lessons were over.
- It seems to have gone well. My gen-ed students appreciated the Inclusion group.
- The peer pairing is most crucial; communication about student being placed in my class was non-existent but admin helped a lot once issue was recognized; the needs of general ed students must be just as important and their class experience should not be changed - they sign up for a class with a definite description of what that class will be - it is not fair to their educational experience to change that to accommodate ASD students without the general ed students knowing beforehand. As teacher of record, a teacher should be able to say no to having ASD students in their classroom, especially if they are approached once the school year has started.
- I think this is great for all involved parties. I am always willing to help.
- I think that the inclusion program has a lot of positive potential. I enjoyed the experience, but I was never really explained about the expectations for the student in my room or my responsibility with that student.

Comments & Suggestions about Program Implementation

8 responses

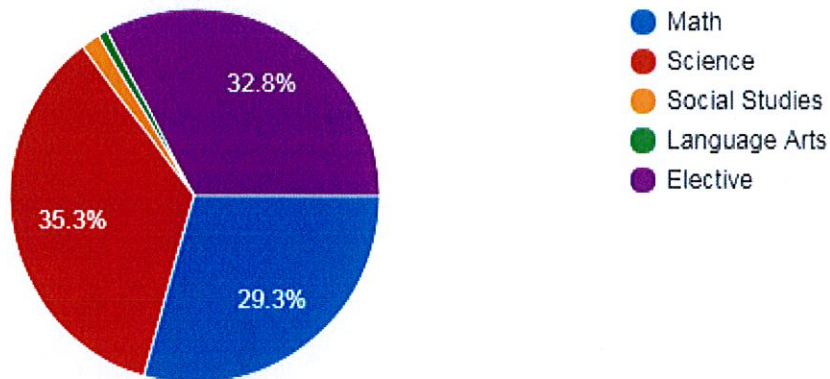
- Christine's communication was the key to the success of this specific situation.
- I think the more you can pair students up with a link who is interested in the class the smoother everything will go. The more prep and info that can be given about the students helps as well when planning what will be appropriate for them to do during class.
- Making sure the peer support is reliable, and has good attendance. Maybe some more training of the peers so they know what to do if their student finishes early with an assignment.
- nothing
- The information and support were appreciated. Whenever I had a concern or question, they were answered immediately and thoroughly.
- None.
- I think expectations for each student need to be clear, as Gen. Ed teachers we want to make the experience as "normal" for every student and it is easier to do this if we have some expectations that we can work toward in our class.

GRANDVILLE HIGH SCHOOL STUDENT PERSPECTIVES ON LINKS INCLUSION PROGRAM

- Randomly Surveyed Students in General Education classes where ASD students also attend to determine their perceptions of having ASD students in class and identify areas of improvement

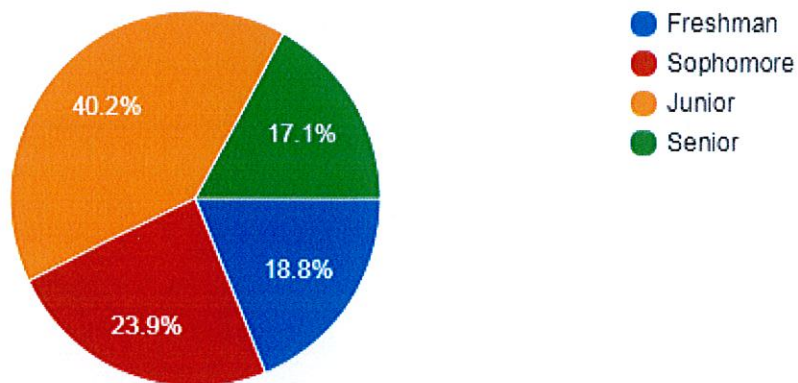
Type of Class

116 responses



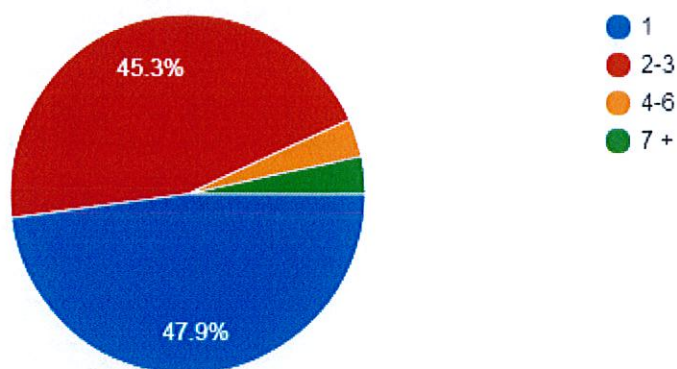
Grade

117 responses



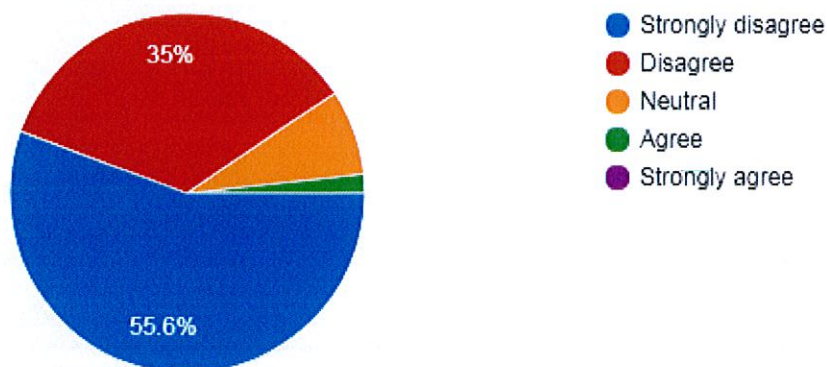
Approximately How Many Classes have you had ASD students in ?

117 responses



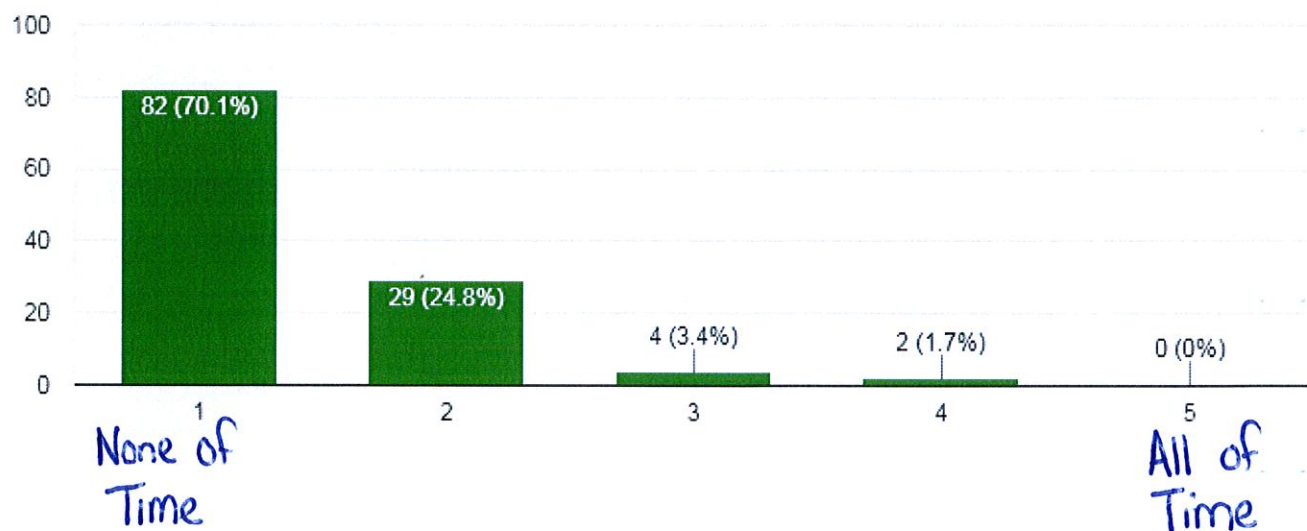
Having an ASD student in class hindered my learning.

117 responses



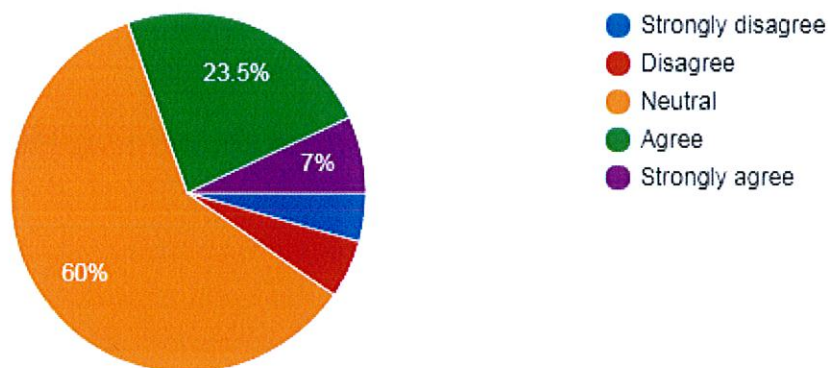
Having an ASD student in class was distracting to my learning.

117 responses



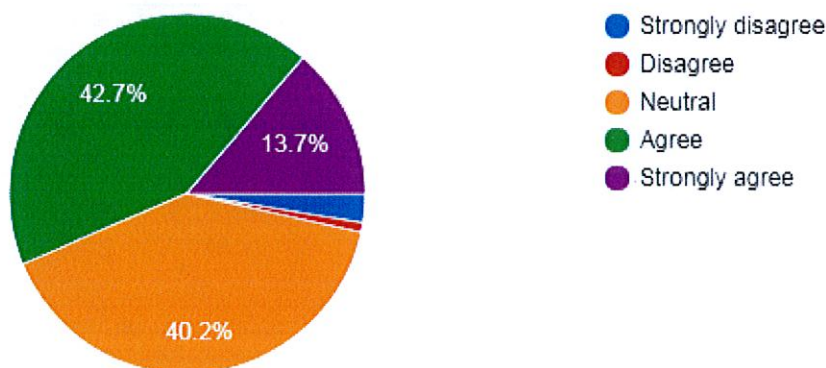
Having an ASD student in class had a positive effect on my learning.

115 responses



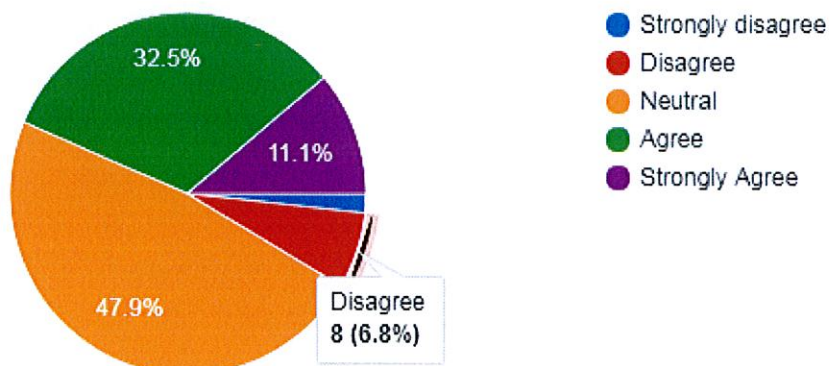
Having an ASD student in class had a positive effect on class environment.

117 responses



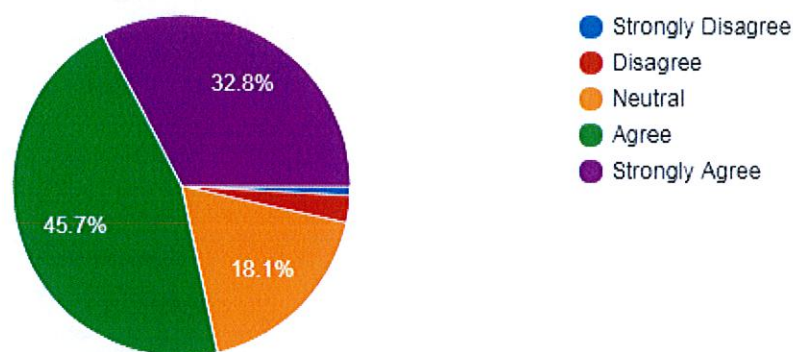
My perception of Autism changed as a result of having an ASD student in my class.

117 responses



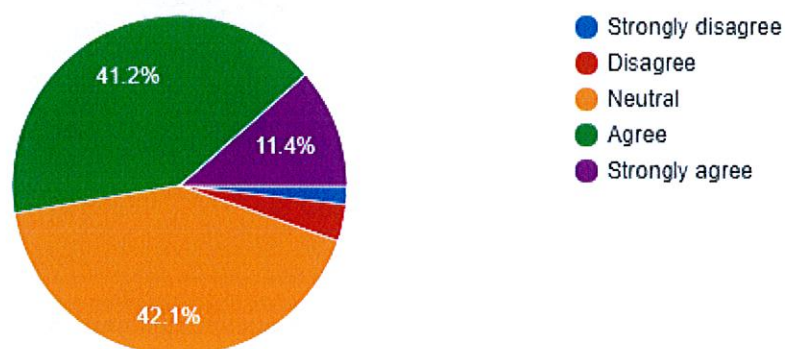
Students with ASD should be in more of Grandville classes, like this one.

116 responses



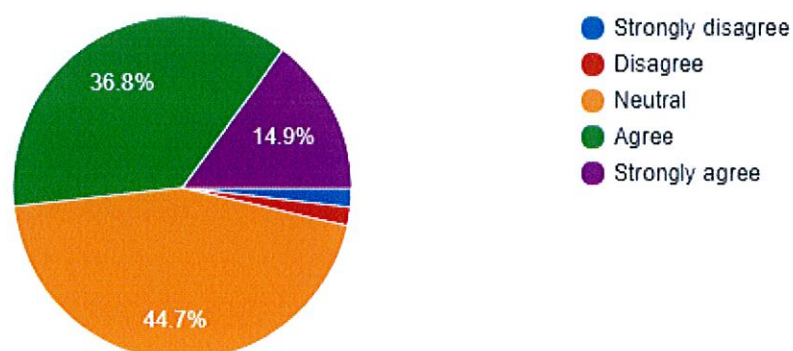
My General Behavior (more respectful, more quiet, tried to model good behavior, etc) improved as a result of having ASD student in class.

114 responses



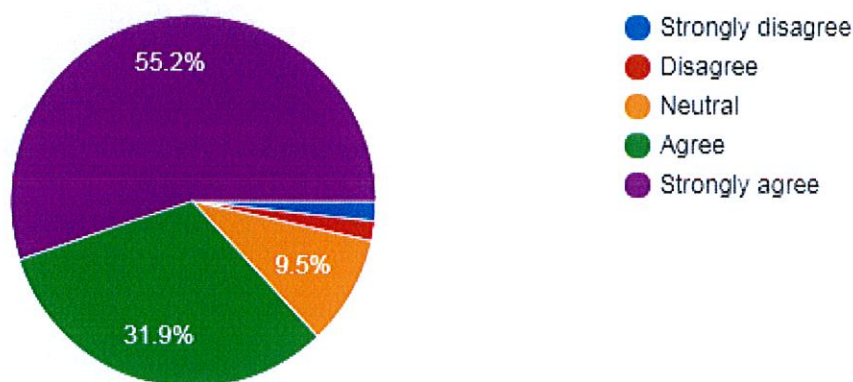
My General Attitude (how I felt about myself, how I felt about school, how I felt about disabilities, etc) improved as a result of having ASD student in class.

114 responses



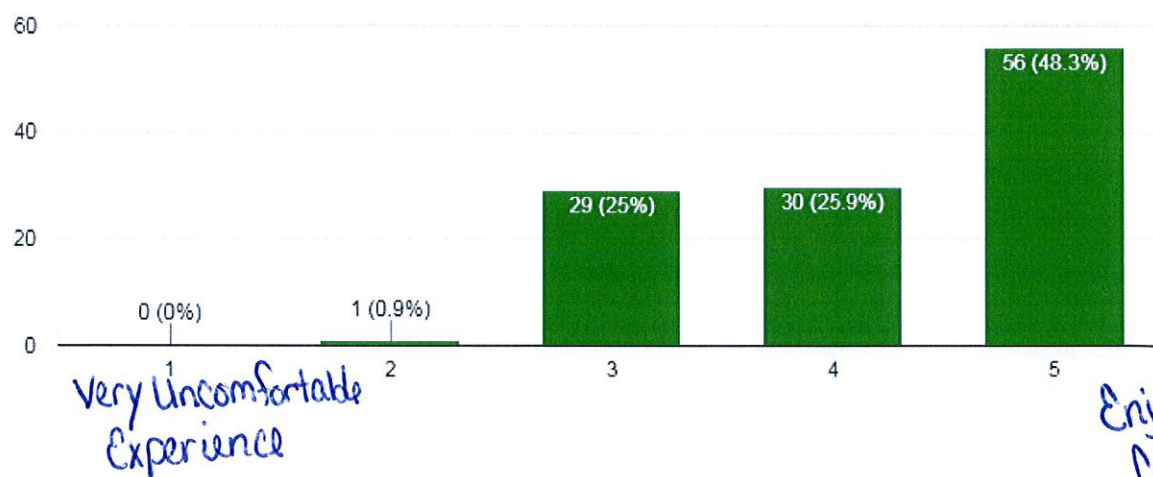
I think it is important to include all students in Grandville classes.

116 responses



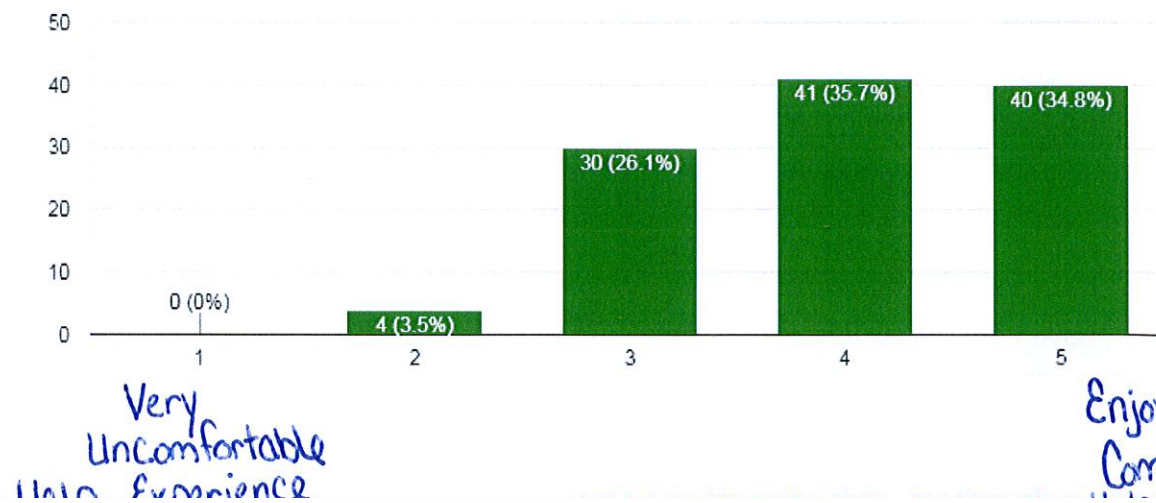
I enjoyed having the ASD student in my room.

116 responses



I enjoyed helping the ASD student in my room.

115 responses



Comments about your Observations and Experiences

None (2)

N/A (2)

None (2)

- Some students aren't as friendly/open to talk to, which could slightly warp what I think
- I'd like to include the ASD students more but I'm not sure how.
- I agree that having ASD students in classrooms helps both the ASD students and the regular class students learn more about how to interact with each other and their environment in the classroom. I think it's really good in a class like AV because our non-traditional approach make it very easy for us to comfortably accommodate ASD students.
- The students just seem happier being around other students
- The kids are so great and I love having them in class
- They are always great to be around and they are great kids and I hope that next year they can be in more of my classes.
- As someone who grew up with my mother teaching special ed I Think its really nice that the ASD students are aloud to sit in on classes. However since I have been exposed to them from a young age I also know how they could potentially get in the way of other students. But as long as they are not consistently being disruptive I think they should definitely stay.
- I feel like it gives the ASD students a chance to interact with their fellow classmates. And the students a chance to spend time with the ASD kids.
- I think its a good idea to include them so they can learn to act in a learning environment either for college or for a job someday.
- How patient the ASD helpers are and understanding.
- I think it is great that we are getting the ASD students involved more.
- Direct interaction with ASD students was minimal in this particular class but i observed that they are very nice and kind to the people around them and not distracting .
- They tend to be a little noisy from time to time but i wear headphones a lot so they don't really bug me
- I hope you are able to continue doing this!

- I think it is great to have them be able to participate in a normal classroom setting.
- They are very well behaved and I enjoy having them in class.
- I enjoy having ASD student in class but I feel like they could be more involved in the class with us.
- They really didn't talk much and so they just kind of sat in the back of the room the advisor maybe should have tried to help the students to get involved or to help them meet the people in this classroom seeing as that was the reason.
- Don't have any
- Most of the time I don't even know they're in the class.
- I felt like this is a good thing to do, so more people can come into other types of classes.
- I don't really notice it to be frank, it doesn't bother me and I don't think that it hindered my learning, but I can see how it could possibly if they were active members within the class, but if they sit in the back and observe, it isn't a big deal to me and does not effect any part of the class.
- They make a good atmosphere
- I feel like it is nice to get different students to interact with and help in the classroom for us, and positively affects our and their learning experience.
- Having them in class was neither a distraction nor an improvement to the class. Having the ASD students in class didn't affect my own personal learning in any way and I feel that as long as the student wants to be in the classroom, it could be a positive experience for everyone.
- I take independent study with Dan and it has really opened up my eyes throughout the class about how other kids react and act with a ASD student in class. I think it is a great idea to have ASD students in classes and we should keep doing it to help get the ASD students use to classes and also helps the other kids in class see that the ASD students are fun and great to hang out with. I also think it helps students see and understand why the ASD students do what they do and realize that they are just like us

Suggestions for the program

None (3)

- I enjoy the program and think it's great! Keep up the good work!
- i dont have any
- Have them more involved in projects
- N/A
- Make it more known that students can help out with the program.
- Keep doing what your doing :)
- none
- Keep going in the direction you are, I have a cousin who is far less functional than most here and a program like this would've helped a lot.
- Including some interaction with other students in the class
- seems like a good jobs so far from what ive seen
- Keep it up.
- Implement into more classrooms, I overall feel that it is beneficial to all students.
- The only disruptions occurred when they were coming to class and getting settled in or left, but that's totally understandable and not something that can be easily changed. It might also be better to have them placed next to students who volunteer to help them in those classes. Some students just aren't mature enough to be helpful and kind.
- They should be in more of the classes provided at Grandville.
- Help the students get involved in the classroom because if they are just sitting in a classroom in the back not doing much than its not really helping them get a feel for a "regular" classroom they should really get the feel for it.
- Don't have any
- It would be fun if we were able to include them in more of our class activities!
- none-just keep on being who you are and keep being supportive:)

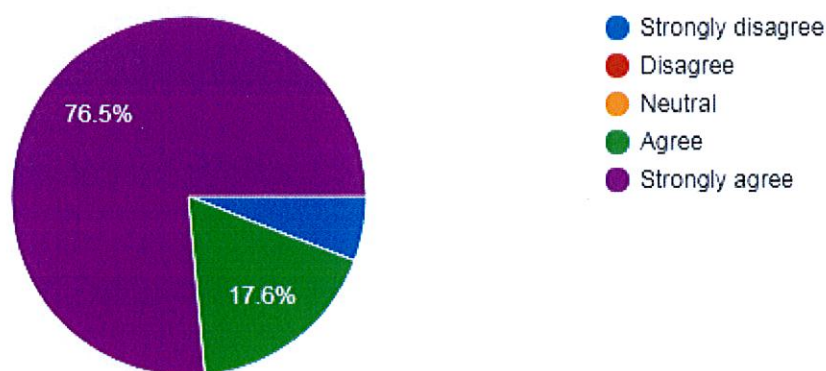
- doing good
- None, I feel like this is a good program that will benefit everyone in the long run.
- I would say that when given the time, we as students should be encouraged to try to get to know the ASD students and maybe do some activities in class with them.
- I suggest that we have kids like me and other kids talk in class and talk about the autism students
- Allow the students to be as involved as much as they can be and allow them into more classes like art, where it may be more fun or easier for them to actually do the work and interact with the other students.
- Allow them to work more in class by assigning partners with some of the other students who don't have ASD.

GRANDVILLE HIGH SCHOOL LINKS' PERSPECTIVES ON LINKS INCLUSION PROGRAM

Questionnaire was given to all current LINKS during 2nd semester, April 2018. Data to be used to determine effectiveness of programming and identify needs

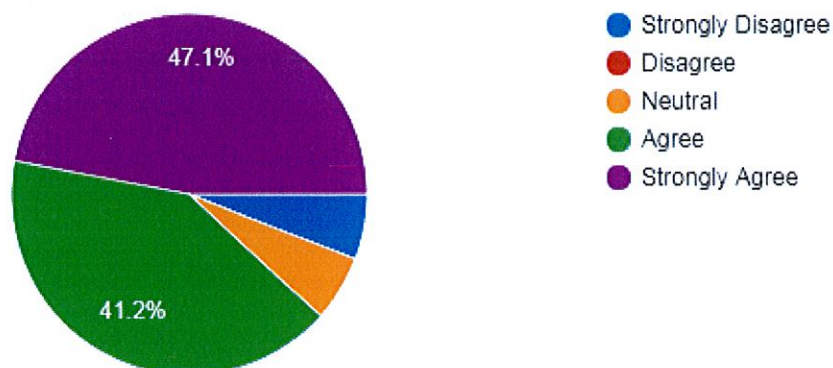
My Knowledge about Disabilities increased as a result of having LINKS course.

17 responses



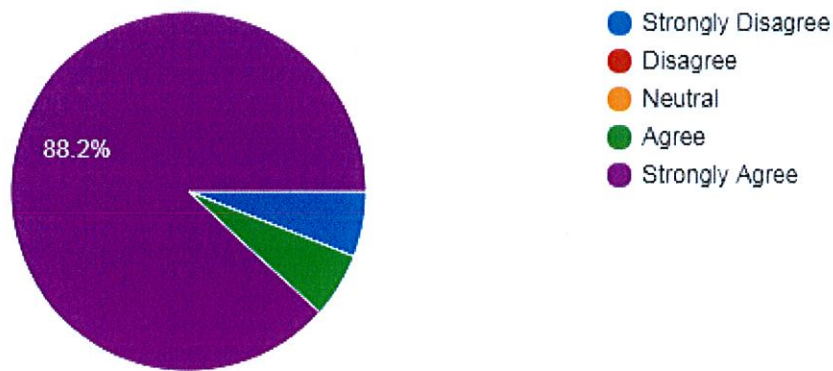
I am comfortable generating & implementing ASD strategies as a result of class.

17 responses



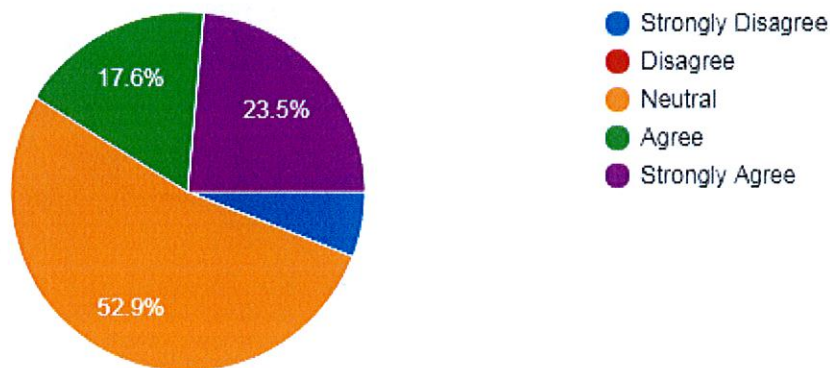
This class motivated me towards personal growth.

17 responses



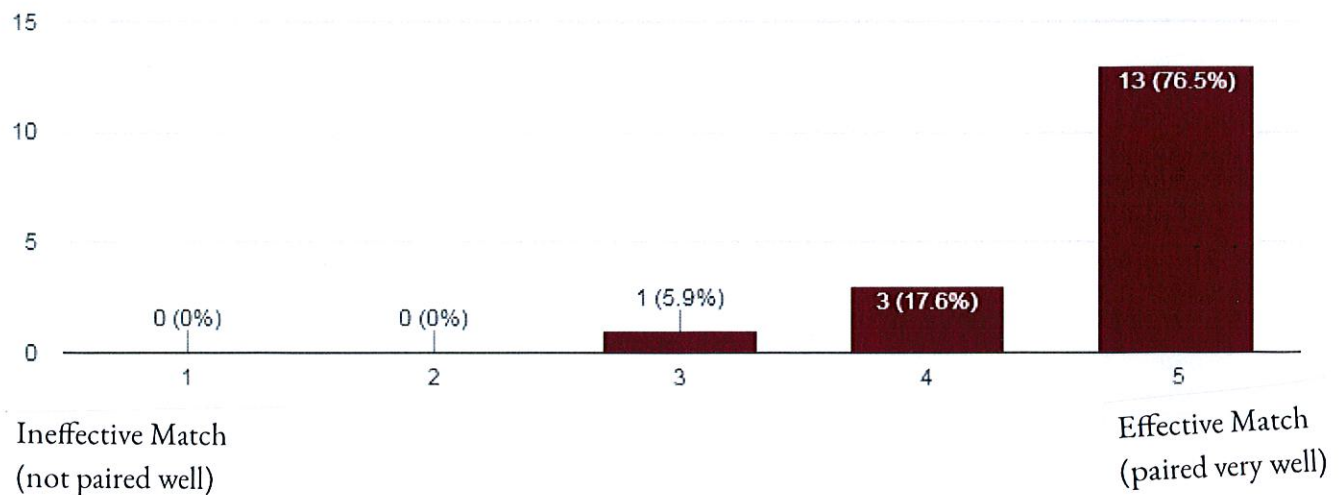
This class motivated me towards academic growth.

17 responses



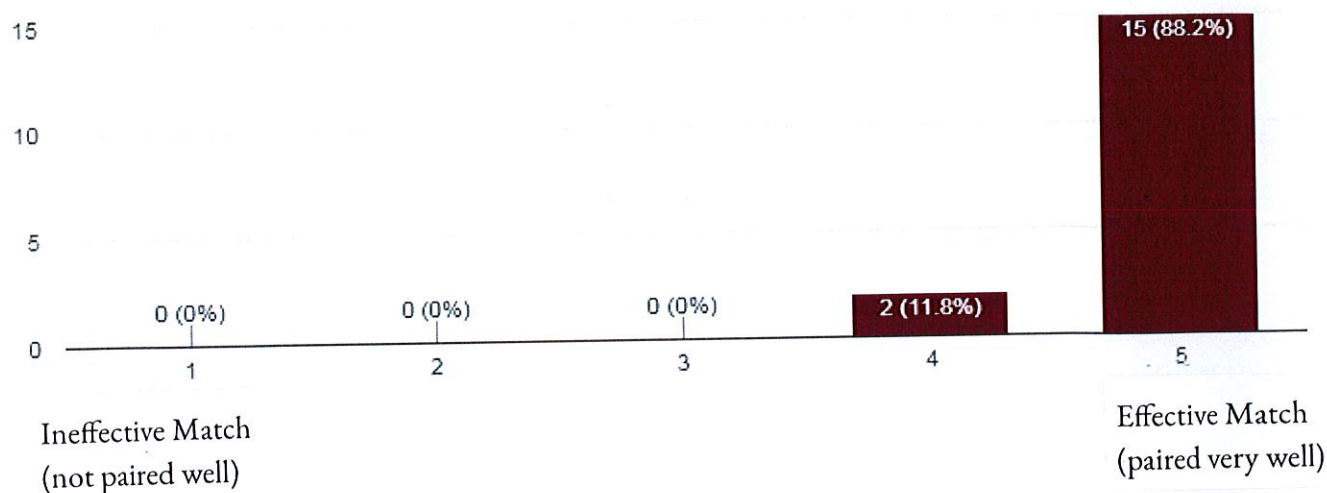
How effective was your pairing with ASD student?

17 responses



How effective was you pairing in terms of the teacher/class you were placed in?

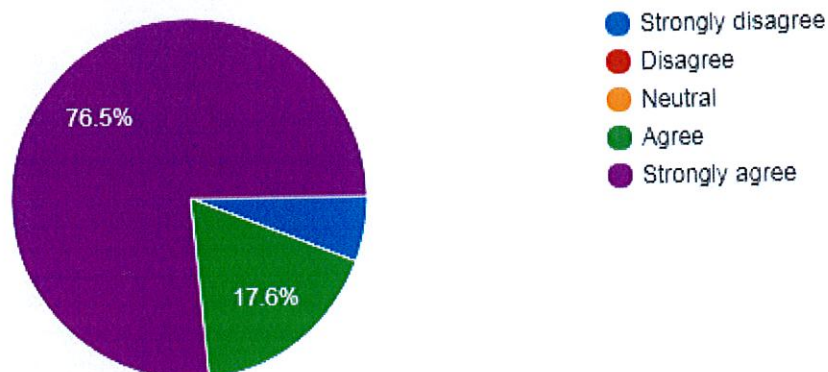
17 responses



The LINK / ASD Staff were available &

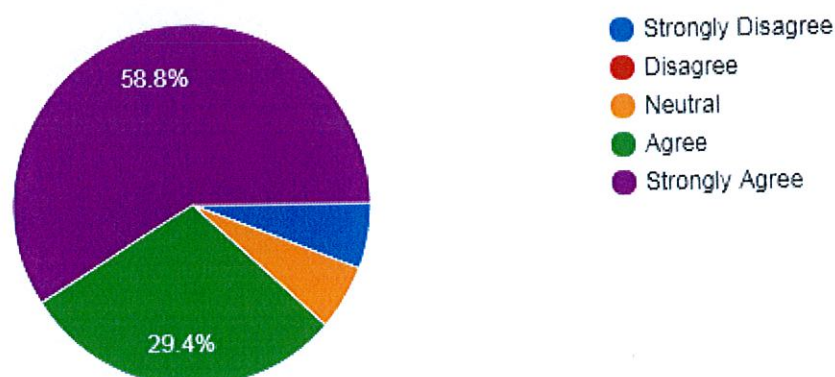
helpful in meeting my needs.

17 responses



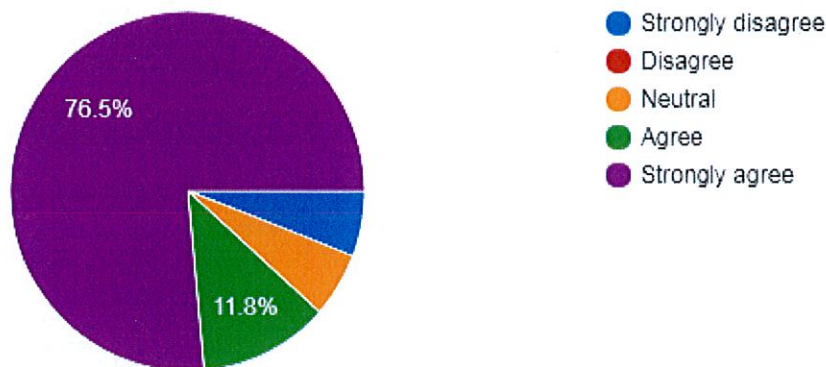
The LINK curriculum was helpful in meeting my needs.

17 responses



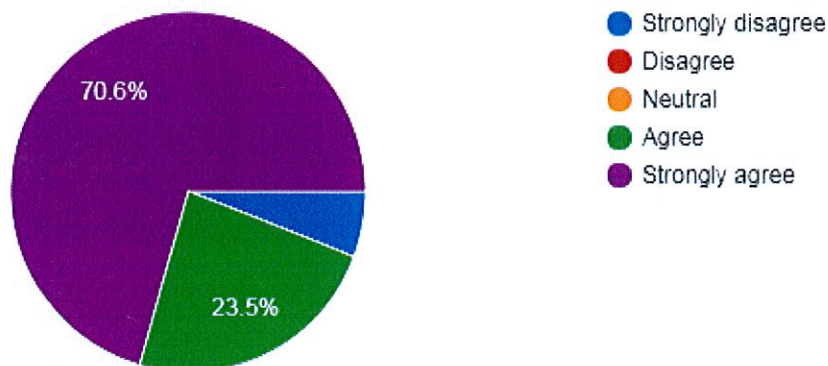
I observed growth in the student(s) I worked with over my time with them.

17 responses



I observed growth in myself over the time I was in the LINK class.

17 responses



List ways the LINK experience altered your future learning and living experiences.

15 responses

- This really changed my future by making me want to become a special education teacher rather than what I was planning before.
- I feel like a better and stronger person and if my future plans don't work out I think I would make a good special ed teacher

- It made me more understanding
- I now know what I might want to go into as a future career
- It helped my gain patience and problem solve.
- The class helped me to accept people for who they are.
- I was nervous around these kids before this class, now I am comfortably able to be around them.
- It helped me realize the differences in people and how to work with that. Also, it will help me in the nursing field because sometimes I will be seeing people with disabilities.
- I learned more about disabilities and how their mind works. This will help me understand how they are feeling at times to help them out of stressful situations.
- It helped me to realize that just because someone looks or acts a certain way doesn't mean they think that differently.
- I learned to take into aspect what other people are growing through and not judge them based on their actions.
- I've learned a ton about ASD and how to deal with someone who has the disability.
- It's given me perspective on people's differences
- The LINK program is amazing at helping you grow more as a person and learning to stand up for kids with autism and those who are different than you. Different, not less is a big part of this class which I will always remember and carry out as I go out into the real world.
- The LINK experience helped me learn tons about ASD and the people affected by it.

Suggestions for Future Programming

15 responses

- Keep it exactly the way it is now. (2)
- Nothing, I think it works great!
- I'm not sure I will email If I think of some

- Do it you will love it
- Involve students in more!!! More of the "school events"
- I don't really have any suggestions.
- It doesn't feel like a structured program.
- Be patient with the student(s) you work with. Sometimes it takes them time to answer a question, do a task, etc.
- Keep finding people who are truly passionate about this program.
- More time to socialise with and work on social skills with the asd students
- More group time with the kids, I feel like they learn more social skills in group time rather than in their classes.
- I would keep in the same as now where we AREN'T paired to one student. I enjoy it now where we switch every week to a different student that way we can learn and talk to the other students as well.
- more time to work on social skills with the kids
- Encourage more people to do it!