APPENDIX A

Whole School Profile: How Autism Friendly is Your School?

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| **Current Status** | **Feature** | **Planning Priority** |
| ***Not in place*** | ***Partly in place*** | ***Fully in place*** |  | ***Low*** | ***Medium*** | ***High*** |
| **SHARED VISION (PURPOSE)** |
|  |  |  | 1. The school community, including all stakeholders, **has developed** a clear statement about its beliefs, values, and vision for the education and outcomes of all students at the school including those students identified with autism. |  |  |  |
|  |  |  | 2. The school community, including all stakeholders, **has communicated** a clear statement about its beliefs, values, and vision for the education and outcomes of all students at the school including those students identified with autism. |  |  |  |
| **SCHOOL LEADERSHIP (CULTURE, VALUES, BELIEFS)** |
|  |  |  | 3. Leaders are actively involved in establishing directions and priorities for students with autism**.** |  |  |  |
|  |  |  | 4. Leaders take an active part in professional development. |  |  |  |
|  | 5. Leaders establish and lead a collaborative team to: |  |
|  |  |  | * actively gather data to inform decision making
 |  |  |  |
|  |  |  | * actively make decisions based on evidence and data
 |  |  |  |
|  |  |  | * analyse and plan to maximise use of resources
 |  |  |  |
|  |  |  | * develop and implement a whole school plan that includes students with autism
 |  |  |  |
|  |  |  | * evaluate, review, and revise the school plan as required.
 |  |  |  |
| **PARENT AND COMMUNITY SUPPORT** |
|  |  |  | 6. School processes welcome and involve families. |  |  |  |
|  |  |  | 7. Families are involved in a collaborative planning process including the development of the students’ personalised learning plans. |  |  |  |
|  |  |  | 8. A multi-disciplinary team is available/accessed. |  |  |  |
| **CONDITIONS FOR LEARNING (SCHOOL STRUCTURES, POLICIES, RESOURCES, ENVIRONMENT)** |
|  |  |  | 9. Student strengths are acknowledged and embraced. |  |  |  |
|  |  |  | 10. Students have a voice in decisions made about their education. |  |  |  |
|  |  |  | 11. School procedures, rules, and environment reflect the strengths and needs of students with autism. |  |  |  |
|  |  |  | 12. Resources are available to meet the learning needs of students with autism. |  |  |  |
|  | 13. **Whole school** accommodations are planned for and provided including: |  |
|  |  |  | * playground/recess supports
 |  |  |  |
|  |  |  | flexibility (e.g. in timetable, school uniform, homework requirements) |  |  |  |
|  |  |  | * a sensory-friendly environment (e.g. quiet areas in the school) are provided as required
 |  |  |  |
|  |  |  | * social supports in place (e.g. strategies to manage bullying)
 |  |  |  |
|  |  |  | * all students are provided with information designed to develop awareness and understanding of autism.
 |  |  |  |
| **PROFESSIONAL DEVELOPMENT** |
|  |  |  | 14. Staff have knowledge and understanding about characteristics of students with autism and the implications of these characteristics on learning and behaviour. |  |  |  |
|  |  |  | 15. Staff have knowledge of evidence-based practice and effective strategies for students with autism. |  |  |  |
| **CURRICULUM AND TEACHING** |
|  |  |  | 16. A learning support team is involved in developing a personalised learning plan in consultation with the students and their family members that addresses the specific learning needs of students (i.e., communication, social, sensory, behavioural). |  |  |  |
|  |  |  | 17. Positive approach to behaviour (may include appropriate responses to ‘powerful interests’). |  |  |  |
|  |  |  | 18. Connections are made between individual plans and curriculum standards. |  |  |  |
|  |  |  | 19. Transition planning at all levels including daily transitions to transitions in/out of the school. |  |  |  |
|  | 20. Classroom supports and adjustments are planned, provided, and presented visually and may include: |  |
|  |  |  | * schedules and other visual supports to provide structure and routine and assist participation & learning
 |  |  |  |
|  |  |  | * Augmentative and Alternative Communication (AAC) in place as required
 |  |  |  |
|  |  |  | * social supports including peer support, social scripts, and incidental teaching of social skills
 |  |  |  |
|  |  |  | * homework support
 |  |  |  |
|  |  |  | * highlighting important information to support understanding
 |  |  |  |
|  |  |  | * adjustments to assessment & task complexity as required
 |  |  |  |
|  |  |  | * support for emotion regulation.
 |  |  |  |

*Note.* This tool has been adapted and is shared here with permission from both Taylor & Francis Ltd. ([https://www.tandfonline.com](https://www.tandfonline.com/)) and the original authors of the article in which it was published (Roberts & Webster, 2022). The authors also acknowledge the Positive Partnerships Program ([https://www.positivepartnerships.com.au](https://www.positivepartnerships.com.au/)) in the development of this survey.

APPENDIX B

Focus Group Interview Questions

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| **Research question** | **Interview questions** |
| What is the experience of the stakeholder team undergoing a process of evaluating their practice relevant to autistic students? | Can you please summarise, or explain in your own words, the process you went through last week? |
| What was your experience of this process? |
| How useful did you find the process? |
| How useful was the WSP tool in the process? |
| What was your experience of the value of each of the roles included in this team; e.g., the leader of inclusion? |
| What would you recommend to other schools considering a similar reflection and prioritisation process? |
| What knowledge is gained by the stakeholder team through this process: |  |
| * About good practice for autistic students?
 | Was there anything listed in the tool that surprised you? (Particularly in relation to what is considered good practice for autistic students) |
| What did you learn about what is good practice after using this tool and going through this process? |
| * About strengths of current practice?
 | As a result of this process, what have you learned about the current practices in place at your school to include and support autistic students? |
| How did the tool help you think about what your particular strengths in practice are? |
| * About priorities for the school moving forward?
 | Did this process highlight to you the practices you need to improve? (How?) |
| What did you prioritise as being the most important practice for your school to focus on following this process? (School 1 only as School 2 ran out of time)What are your immediate next steps?What are some longer-term actions? |