

## Final Participant Satisfaction Questionnaire Helping Preschool Children with Autism Program

(To be completed at end of the program)

Participant's Name \_\_\_\_\_ Date \_\_\_\_\_

The following questionnaire is part of our evaluation of the *Helping Preschool Children with Autism: Teachers and Parents as Partners* Program that you have participated in. It is important that you answer as honestly as possible. The information obtained will help us to evaluate and continually improve the program we offer. Your cooperation is greatly appreciated. All responses will be strictly confidential.

### A. The Overall Program

Please circle the response that best expresses how you honestly feel at this point as a result of participating in this program.

1. I feel that the approach used to strengthen children's social and emotional behaviors in this program is

very inappropriate      inappropriate      slightly inappropriate      neutral      slightly appropriate      appropriate      greatly appropriate

2. My overall feelings about my personal progress using social coaching strategies are

very pessimistic      pessimistic      slightly pessimistic      neutral      slightly optimistic      optimistic      very optimistic

3. My overall feelings about my personal progress using the emotion coaching strategies are

very pessimistic      pessimistic      slightly pessimistic      neutral      slightly optimistic      optimistic      very optimistic

4. The effects of using the self-regulation strategies and imaginary pretend play skills with the children are

considerably worse      worse      slightly worse      the same      slightly improved      improved      greatly improved

5. The children's social and emotional skills are

considerably worse      worse      slightly worse      the same      slightly improved      improved      greatly improved

6. The children’s pre-academic skills for language, reading readiness, and persistence at a task are

|                    |       |                |          |                   |          |                  |
|--------------------|-------|----------------|----------|-------------------|----------|------------------|
| considerably worse | worse | slightly worse | the same | slightly improved | improved | greatly improved |
|--------------------|-------|----------------|----------|-------------------|----------|------------------|

7. Would you recommend the program to another teacher or parent?

|                        |               |                        |         |                    |           |                    |
|------------------------|---------------|------------------------|---------|--------------------|-----------|--------------------|
| strongly not recommend | not recommend | slightly not recommend | neutral | slightly recommend | recommend | strongly recommend |
|------------------------|---------------|------------------------|---------|--------------------|-----------|--------------------|

8. My overall feeling about achieving my goals is

|               |          |                   |         |                   |          |               |
|---------------|----------|-------------------|---------|-------------------|----------|---------------|
| very negative | negative | slightly negative | neutral | slightly positive | positive | very positive |
|---------------|----------|-------------------|---------|-------------------|----------|---------------|

**B. Teaching Format**

**Usefulness**

*In this section, please indicate how useful each of the following types of teaching are for you now. Please circle the response that most clearly describes your opinion.*

1. Content of information presented was

|                   |         |                  |         |                 |        |                  |
|-------------------|---------|------------------|---------|-----------------|--------|------------------|
| extremely useless | useless | slightly useless | neutral | somewhat useful | useful | extremely useful |
|-------------------|---------|------------------|---------|-----------------|--------|------------------|

2. Using the video vignettes to demonstrate coaching skills was

|                   |         |                  |         |                 |        |                  |
|-------------------|---------|------------------|---------|-----------------|--------|------------------|
| extremely useless | useless | slightly useless | neutral | somewhat useful | useful | extremely useful |
|-------------------|---------|------------------|---------|-----------------|--------|------------------|

3. Group discussion of behavior change and communication strategies was

|                   |         |                  |         |                 |        |                  |
|-------------------|---------|------------------|---------|-----------------|--------|------------------|
| extremely useless | useless | slightly useless | neutral | somewhat useful | useful | extremely useful |
|-------------------|---------|------------------|---------|-----------------|--------|------------------|

4. Use of practice or role plays during group sessions was

|                   |         |                  |         |                 |        |                  |
|-------------------|---------|------------------|---------|-----------------|--------|------------------|
| extremely useless | useless | slightly useless | neutral | somewhat useful | useful | extremely useful |
|-------------------|---------|------------------|---------|-----------------|--------|------------------|

5. Practicing social, emotion coaching and pretend play skills *between* sessions was

|                   |         |                  |         |                 |        |                  |
|-------------------|---------|------------------|---------|-----------------|--------|------------------|
| extremely useless | useless | slightly useless | neutral | somewhat useful | useful | extremely useful |
|-------------------|---------|------------------|---------|-----------------|--------|------------------|

6. Weekly handouts (e.g., spotlighting tips & others) were

|                   |         |                  |         |                 |        |                  |
|-------------------|---------|------------------|---------|-----------------|--------|------------------|
| extremely useless | useless | slightly useless | neutral | somewhat useful | useful | extremely useful |
|-------------------|---------|------------------|---------|-----------------|--------|------------------|

7. Reading chapters from the *Incredible Teachers, Incredible Toddlers* or *Incredible Years* book was  
 extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

## C. Specific Parenting Techniques

### Usefulness

*In this section, please provide your ideas of how useful each of the following techniques is in improving your interactions with children. Please circle the response that most accurately describes the usefulness of the technique.*

#### 1. Narrated child-directed play

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

#### 2. Pre-academic coaching

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

#### 3. Social coaching

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

#### 4. Emotion coaching

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

#### 5. Using pretend play and puppets

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

#### 6. Using emotional self-regulation skills

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

#### 7. Using praise and rewards

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

#### 8. Using nonverbal communication strategies

extremely useless      useless      slightly useless      neutral      somewhat useful      useful      extremely useful

### D. Evaluation of Group Leaders

Please answer the following questions about your group leader(s). Please circle the response to each question that best describes how you feel.

Group Leader #1 \_\_\_\_\_

(name)

1. The leader's teaching was

|           |      |                        |         |                        |      |          |
|-----------|------|------------------------|---------|------------------------|------|----------|
| very poor | poor | slightly below average | average | slightly above average | high | superior |
|-----------|------|------------------------|---------|------------------------|------|----------|

2. The leader's preparation was

|           |      |                        |         |                        |      |          |
|-----------|------|------------------------|---------|------------------------|------|----------|
| very poor | poor | slightly below average | average | slightly above average | high | superior |
|-----------|------|------------------------|---------|------------------------|------|----------|

3. At this point, I feel that the leader in the program was

|                     |           |                    |         |                  |         |                   |
|---------------------|-----------|--------------------|---------|------------------|---------|-------------------|
| extremely unhelpful | unhelpful | slightly unhelpful | neutral | slightly helpful | helpful | extremely helpful |
|---------------------|-----------|--------------------|---------|------------------|---------|-------------------|

If more than one group leader was involved in your program, please fill in the following. (Go to Section E if only one leader was involved.)

Group Leader #2 \_\_\_\_\_

(name)

1. The leader's teaching was

|           |      |                        |         |                        |      |          |
|-----------|------|------------------------|---------|------------------------|------|----------|
| very poor | poor | slightly below average | average | slightly above average | high | superior |
|-----------|------|------------------------|---------|------------------------|------|----------|

2. The leader's preparation was

|           |      |                        |         |                        |      |          |
|-----------|------|------------------------|---------|------------------------|------|----------|
| very poor | poor | slightly below average | average | slightly above average | high | superior |
|-----------|------|------------------------|---------|------------------------|------|----------|

3. At this point, I feel that the leader in the program was

|                     |           |                    |         |                  |         |                   |
|---------------------|-----------|--------------------|---------|------------------|---------|-------------------|
| extremely unhelpful | unhelpful | slightly unhelpful | neutral | slightly helpful | helpful | extremely helpful |
|---------------------|-----------|--------------------|---------|------------------|---------|-------------------|

### **E. Parent/Teacher Group**

In this section, please answer the following questions about your group. Please circle the response that describes how you feel.

1. I feel the group was

|                      |              |                          |         |                        |            |                    |
|----------------------|--------------|--------------------------|---------|------------------------|------------|--------------------|
| very<br>unsupportive | unsupportive | somewhat<br>unsupportive | neutral | somewhat<br>supportive | supportive | very<br>supportive |
|----------------------|--------------|--------------------------|---------|------------------------|------------|--------------------|

2. Concerning other group members' interest in my situation, I felt they were

|                      |              |                          |         |                        |            |                    |
|----------------------|--------------|--------------------------|---------|------------------------|------------|--------------------|
| very<br>uninterested | uninterested | somewhat<br>uninterested | neutral | somewhat<br>interested | interested | very<br>interested |
|----------------------|--------------|--------------------------|---------|------------------------|------------|--------------------|

3. I would like to keep meeting as a group

YES                  NO

4. How likely is it that you will continue meeting with one or more of the participants in your group?

|                    |          |                      |         |                    |        |                |
|--------------------|----------|----------------------|---------|--------------------|--------|----------------|
| highly<br>unlikely | unlikely | somewhat<br>unlikely | neutral | somewhat<br>likely | likely | very<br>likely |
|--------------------|----------|----------------------|---------|--------------------|--------|----------------|

### **F. Your Opinion**

1. How could the program have been improved to help you more?

2. At this time do you feel the need for additional assistance? Please elaborate.

3. What did you see as the main benefit of the *Helping Preschool Children with Autism: Teachers and Parents as Partners* program?

Thank you for your patience in filling out all of these questionnaires. Your input is very much appreciated, and really helps us to plan future programs.