



Oregon Commission on Autism Spectrum Disorder

Committee for Return to In Person Instruction for Students with Autism

Parent Survey Results - March 2021

Survey Information

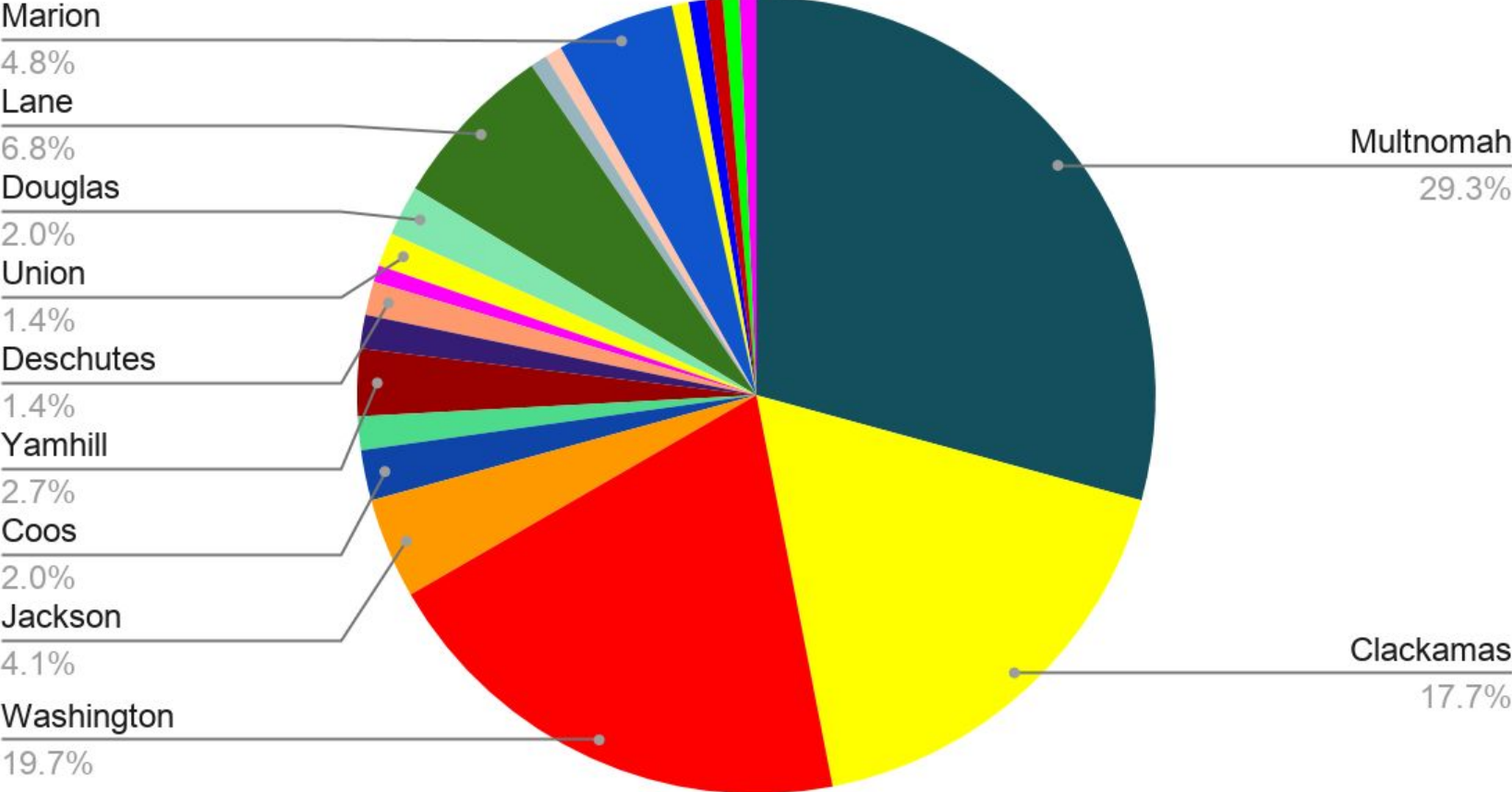
- Survey was sent out statewide by social media and email to parents of students with ASD
- 156 responses from 21 counties were received by survey close date
- Target data:
 - Gather statewide information to ascertain if parents have been contacted by their school / IEP team regarding return to in person instruction
 - Open question to gather parent input and concerns and determine trends

Question 1:

Where are you located and what school is your child receiving services from?

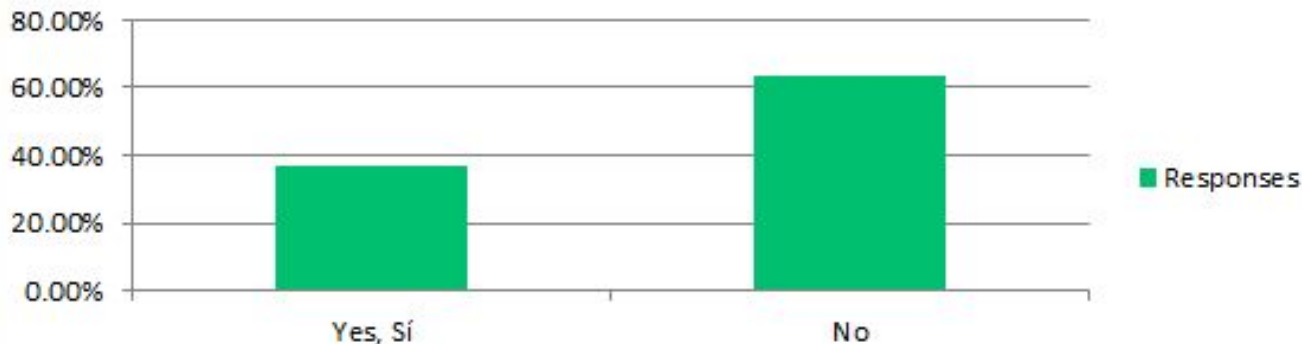
This information was sorted by what county in Oregon the response was from.

Response by County



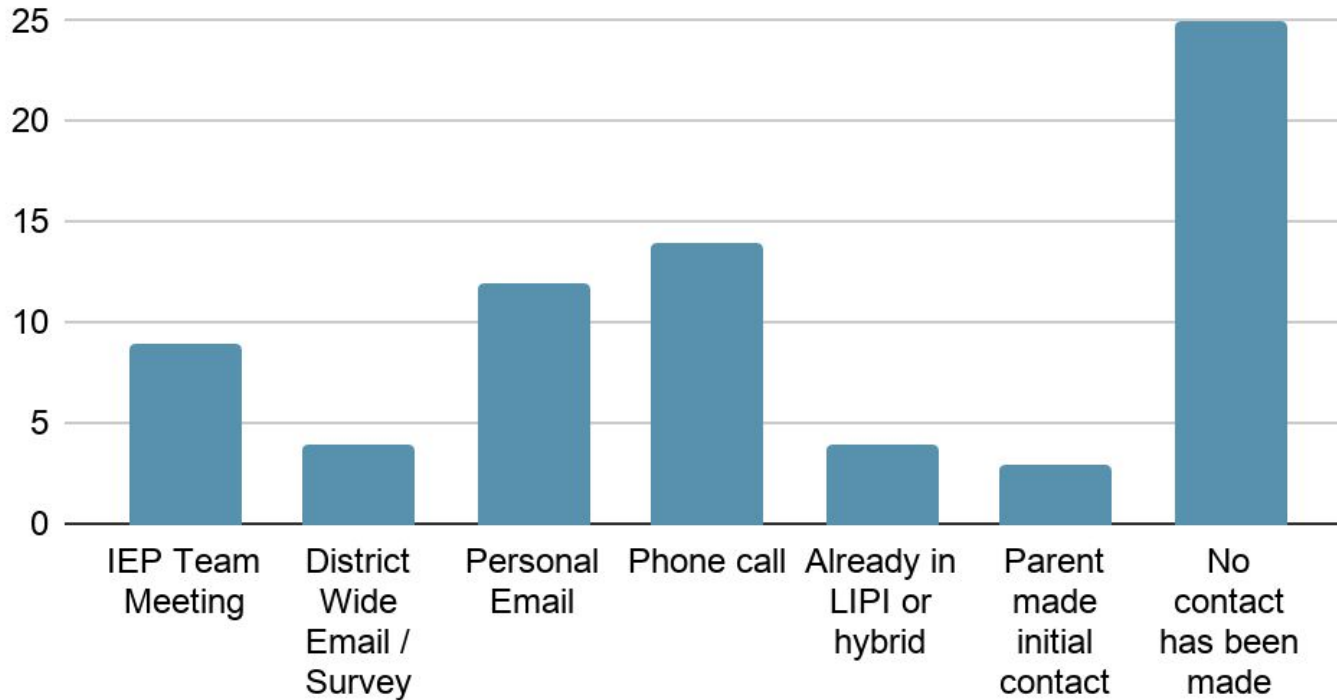
Question 2:

Have you been contacted by your child's IEP team or school about transitioning back to in person schooling? ¿Ha sido contactado por el equipo del IEP de su hijo o la escuela sobre la transición de regreso a la educación en persona?



Question 3:

Method of Contact



Question 4: Themes from what's working / what's not working?

- Many parents commented that their student has already returned to LIPI
- Several parents indicated that **CHOICE** to continue CDL or return to in person is very important to them
- For students that are back in person, lack of preparation by school has resulted in behavior and educational performance issues
- Concerns about masks/mask wearing for students with disabilities
- Concerns about safety procedures and if their child will be able to “follow the rules”
- Recovery and Compensatory Services (ESY, loss of service hours, repeat current grade, etc...)

- Many parents stated that Zoom/online did not work for their student with ASD and they either attended very little or no school since March 2020.
- Some parents have been told their student cannot return to their classroom until social distancing can be followed and a mask worn at all times.
- For those students already back in school, following accommodations in the IEP has been inconsistent or non-existent (food/snack breaks, calming space, etc...)
- Full time schedule vs. hybrid for students with ASD to provide consistency and repetition needed for successful learning.