Staff training needs: tally sheet

For the school leader or coordinator. Count the returned surveys here; the totals give you the headcount, the roles and the top three needs.

School _____ Survey dates _____ Surveys returned, out of staff asked _____

A. Who answered, and who wants training (questions 1 and 5)

	Surveys	Want training: yes	Maybe	No
Teacher				
Para, aide, TA, EA or SLSO				
Specialist				
Other				
Total				

B. How often they support autistic students (question 2)

	Every day	Most weeks	Now and then	Not at the moment
Number of staff				

C. Confidence in the six practices (questions 3 and 4; count the ticks in each column)

	Rated 1	Rated 2	Rated 3	Rated 4	Not sure or blank	Rated 1 or 2	Share rated 1 or 2	Want it first (Q4)	Rank
a. Reinforcement									
b. Prompting and fading									
c. Visual supports									
d. Taking simple data									
e. Responding when a student is upset									
f. Helping a student do more on their own									

Share = rated 1 or 2, divided by those who gave a rating (1 to 4). Rank 1 = the largest share. Break a tie with “want it first”; if still tied, choose with staff.

How to count, in four steps

1. Sort the surveys into piles by role (question 1). In table A, write each pile's count and its yes, maybe and no from question 5.

2. Question 2: count the ticks for each answer into table B. Question 3: for each practice, count the ticks for 1, 2, 3 and 4, then add the 1s and 2s. Count “not sure” and blank answers in their own column; they are not ratings.

3. Question 4: count how many chose each practice first (“something else” and “no priority” don't count toward a practice). Rank the practices by the share rated 1 or 2, highest first; break a tie with question 4. If still tied, choose with staff.

4. Copy ranks 1 to 3 to section D. To plan one group per role in section F, fill a second copy of tables C and E with that role's surveys only.

D. The top three needs (ranks 1 to 3 from table C)

1.		share rated 1 or 2:	
2.		share rated 1 or 2:	
3.		share rated 1 or 2:	

E. Format and time (questions 6 and 7)

	Self-paced online	Live group session	Either suits me
Format: number of staff			

	Under 30 minutes	30 to 59 minutes	1 to 2 hours	More than 2 hours
Time a week: number of staff				

F. The plan, by role (one group per role where numbers allow; use a second copy of tables C and E for each role)

Group (role)	People	First practice	Format	Start date

Yes: want training	Maybe: talk with them	Results shared with staff on	Re-survey date (in 12 weeks)

At the re-survey Hand out the same survey. For each practice, compare the share rated 1 or 2, and note how many answered and from which roles.

Practice	Share rated 1 or 2: first survey	Share rated 1 or 2: after 12 weeks
a. Reinforcement		
b. Prompting and fading		
c. Visual supports		
d. Taking simple data		
e. Responding when a student is upset		
f. Helping a student do more on their own		

Protect privacy: if a role has fewer than five answers, report it with another group, and leave out comments that could identify someone. Reinforcement, prompting, time delay, visual supports and task analysis are practices named in NCAEP's review: Steinbrenner et al. (2020), Evidence-Based Practices for Children, Youth, and Young Adults with Autism, National Clearinghouse on Autism Evidence and Practice, FPG Child Development Institute, UNC Chapel Hill. Free from special-learning.com/free-resources/staff-autism-training-needs-survey/