

EVALUATION and FEEDBACK

Supporting Students and Young People - Autism and the Children's & Families Act (2014)

Table 1 – Overall effectiveness of content

	Excellent 5	Very Good 4	Good 3	Satisfactory 2	Poor 1	MEAN	MODE
Keynote	27	5	3	0	0	4.8	5
Workshop 1	24	8	2	0	0	4.7	5
Workshop 2	25	8	2	0	0	4.7	5
Plenary	30	5	1	0	0	4.8	5
Total (T:140)	106	26	8	0	0	4.7	



Table 2 – Overall effectiveness of delivery

	Excellent 5	Very Good 4	Good 3	Satisfactory 2	Poor 1	MEAN	MODE
Keynote	30	4	1	0	0	4.8	5
Workshop 1	28	6	0	0	0	4.8	5
Workshop 2	28	7	0	0	0	4.8	5
Plenary	28	7	0	0	0	4.8	5
Total (T:139)	114	24	1	0	0	4.8	



Table 3 – Effectiveness content within Workshops 1

	Excellent 5	Very Good 4	Good 3	Satisfactory 2	Poor 1	MEAN	MODE
1A	2	2	0	0	0	4.5	5
1B	1	1	1	0	0	4	4
1C	2	2	0	0	0	4.5	5
1D	5	1	1	0	0	4.6	5
1E	2	1	0	0	0	4.7	5
Total	12	7	2	0	0	4	

*Note: 1A = Transition for autistic students – a longitudinal study; 1B = A Great School Life Starts At Home: Ten Strategies to Support Your Autistic Child; 1C = Understanding the EHCP process – a parental perspective; 1D = ‘The Law Trumps All’ Understanding the Children’s and Families Act; 1E = Mindfulness & wellbeing workshop - for physical and mental self-care.

Table 4 – Effectiveness content within Workshops 2

	Excellent 5	Very Good 4	Good 3	Satisfactory 2	Poor 1	MEAN	MODE
2A	1	0	0	0	0	5	5
2B	4	4	2	0	0	4.2	4
2C	2	1	0	0	0	4.7	5
2D	7	1	0	0	0	4.9	5
2E	0	1	0	0	0	4	4
Total	14	7	2	0	0	4.6	

*Note: 2A = Transition for autistic students – a longitudinal study; 2B = The importance of language & communication; 2C = Understanding the EHCP process – a parental perspective; 2D = ‘The Law Trumps All’ Understanding the Children’s and Families Act; 2E = Mindfulness & wellbeing workshop - for physical and mental self-care.

Table 5 – Arrangements and refreshments

	Excellent 5	Very Good 4	Good 3	Satisfactory 2	Poor 1	MEAN	MODE
Arrangements	28	6	0	1	0	4.8	5
Refreshments	27	5	0	1	1	4.6	5
Total	55	11	0	2	1	4.7	

