

ASD-EAST



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Evaluation methodology for development projects

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Planning development projects

Erasmus+ transnational projects offer opportunities to:

- develop innovative teaching programmes
- share good practice
- Though building in evaluation is not mandatory, positive experience from UoN's ESIPP and ASD-EAST projects strongly supports its inclusion



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<http://esipp.eu/>



ESIPP

EQUITY AND SOCIAL INCLUSION THROUGH
POSITIVE PARENTING

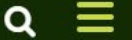
OVERVIEW

PARENT EDUCATION PROGRAMME

RESOURCES

ABOUT US

GLOSSARY



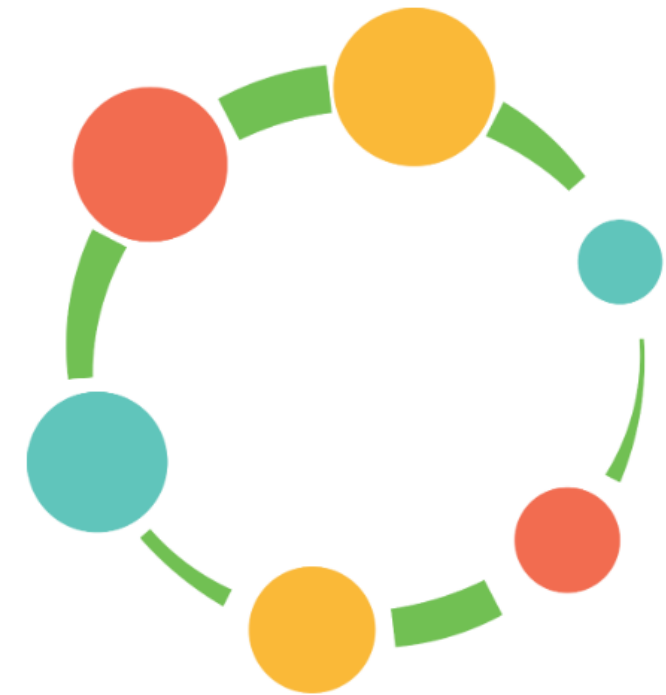
PARENT EDUCATION PROGRAMME

HELPING PARENTS TO UNDERSTAND AND SUPPORT THEIR CHILDREN WITH AUTISM

FIND OUT MORE



<http://asd-east.org/>



ASD-EAST

Autism Spectrum Disorder
Empowering And Supporting Teachers

[The Project](#)

[About Us](#)

[Overview](#)

[News](#)

[Events](#)

[Resources](#)



Practice

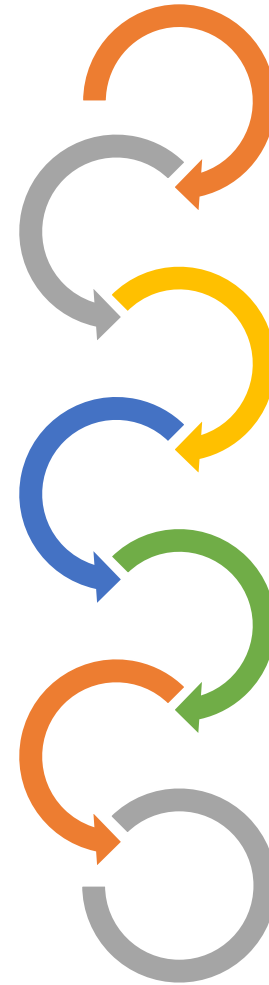
Impact through

Research

Development of materials

Training

Application



Mapping

Pre-training questionnaires

Post-training evaluation

Follow-up

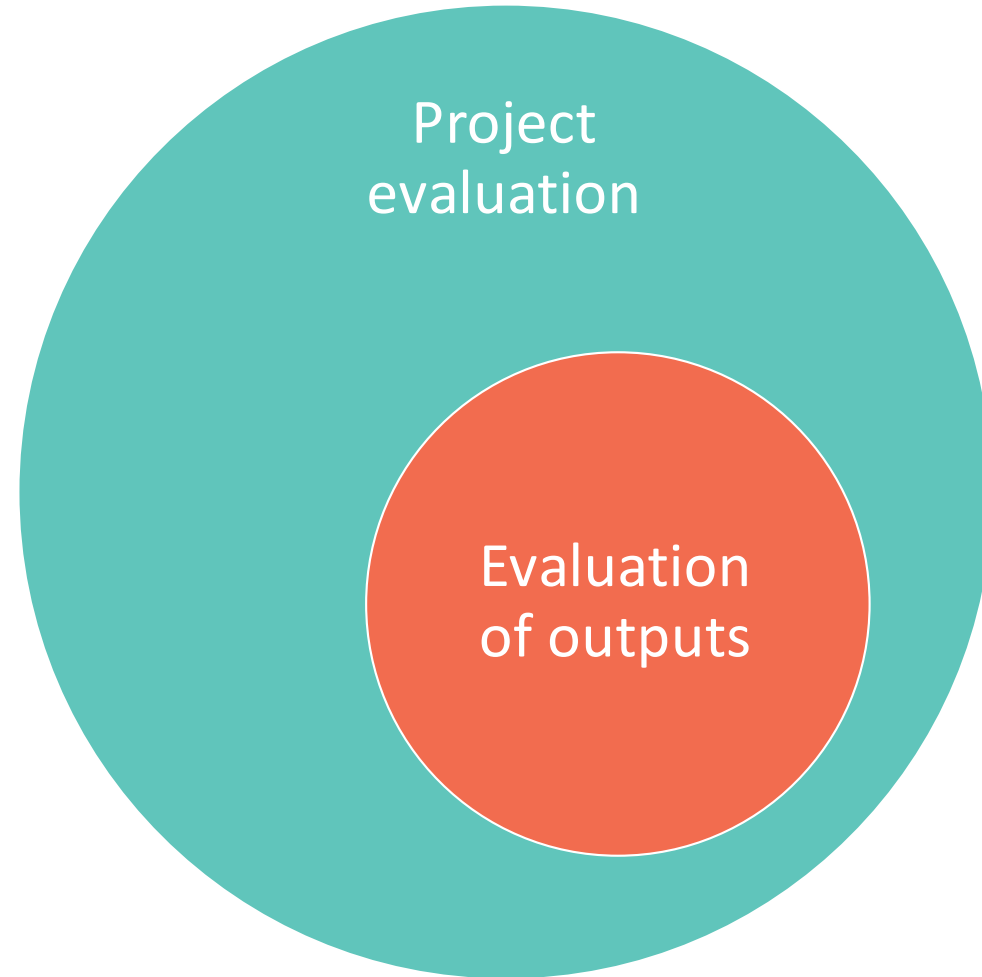
Evaluation of outputs

- The training materials and the training process were evaluated using a **combined process and outcome evaluation methodology** (Royse *et al.*, 2016).
- This included the use of both quantitative and qualitative methods.

Phase	Methods	Focus
Mapping	Literature review Mapping survey (n=294) Focus groups of teachers	Knowledge, confidence and training needs of specialist teachers
Pre-training	Pre-training questionnaire (n=259)	Teachers' perceptions of their own skills and their expectations of the training
Post-training	Post-training questionnaire (n=259)	What they felt they learned, their competence and confidence
Follow-up	Follow-up questionnaire (n=139) Interviews with participants (n=27) Focus group with trainers	Implementation of strategies and impact of attendance, experience of the training

Project evaluation

- Impact questionnaires
- Quality assurance
- Feedback questionnaire from multiplier events
- Website traffic
- Newsletter sign-ups



Mapping results

- Specialist teachers across both mainstream and special educational settings lack knowledge and confidence in working with children with autism.
- Autism-appropriate approaches are either unused or implemented unsystematically.
- Specific areas of need:
 - accurate information about autism
 - strategies to manage behaviour and sensory sensitivities
 - strategies to support children's emotional regulation and social interaction
 - tools to support curriculum access.
- Teachers identified that they wanted training.

ASD-EAST Curriculum

1 Communication

2 Emotional regulation

3 Social skills

4 Sensory needs

5 Modifications and adaptations

6 Challenging behaviour

- 6 modules
- Differentiated for inclusive and special school settings
- 2hr sessions

Training participants

Pre- and post-training questionnaires



	Special schools	Mainstream schools	Total
Croatia	32	25	57
North Macedonia	46	66	112
Poland	60	30	90
TOTAL	138	121	259

Post-training questionnaire results

- Attending training significantly improved teachers' confidence with regard across all modules
- Training fulfilled expectations of 93% of attendees
- 95% felt there was the right amount of theoretical information to support practical strategies
- 91% felt they learned strategies that they could put into practice straight away

Follow-up questionnaires

53.7% response rate



	Special schools	Mainstream schools	Total
Croatia	12	7	19
North Macedonia	18	12	30
Poland	60	30	90
TOTAL	90	49	139

Teachers' reflections of the training

- What did you like and dislike?
- What was most useful?
- What did you learn that you are now using in your classroom?
- What difference has the training made to you and your pupils?

“After being reminded about useful strategies that I’d forgotten, I feel more confident about working with children with ASD”
(Special educator, POL).

“I feel like I gained new knowledge about challenging behaviours and that I am more competent in working with it, in applying what I've learnt” (Special teacher in special autism class, CRO).

“I especially liked that the trainers worked out the topics by sharing practical examples and personal experiences in working with children with ASD” (Special educator, MK).

Benefits of evaluation

Embedding rigorous evaluation within practical development projects:

- enhances the quality of the proposal
- supports effective implementation of the developed product
- ensures trustworthy evaluation of outcomes
- provides systematic capturing of impact
- creates evidence of purposeful research
- enhances your research profile
- produces publication/dissemination opportunities.

ESIPP

- 5 peer-reviewed journal articles
- 3 conference proceedings
- 3 keynote speeches
- 20+ conference presentations and posters

Thanks

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 - Drs Jasmina Stošić & Natalija Lisak Šegota, University of Zagreb
 - Dr Jasmina Troshanska, Autism Macedonia Blue Firefly
 - Prof Joanna Kossewska and colleagues, Pedagogical University of Krakow
- Particular thanks to Dr Natalija Lisak Šegota who led on the data analysis process



References

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ASD-EAST Virtual Conference

To learn more about the project, curriculum, training materials and evaluation results, please register for our online conference (8-28 June 2020)

<https://www.eventbrite.co.uk/e/asd-east-online-conference-belgium-tickets-104314270792>

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