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**Comparison of results of questionnaires for professionals working with children with special educational needs in UK partner school**

**Project: My work is my future**

Project nr. **2015-1-SK01-KA219-008905**

KA2: Strategic Partnerships in the field of Education, Training and Youths

**1st application:** January 2016 **2nd application:** April 2017

The results of final questionnaire reveal that Catcote Academy staff benefitted greatly from learning about different menthods.  In each instance, there was an improvement in the percentage of staff who said that they were familiar with the methods covered during the project:

|  |  |  |
| --- | --- | --- |
|  | Start of the project | End of the project |
| TEACCH | 81.25% | 85.7% |
| Video modelling | 53.1% | 91.2% |
| Makaton | 84.3% | 92.9% |
| Picture instructions | 56.25% | 100% |
| Modelling skills (practical action) | 46.8% | 85.7% |

The use of these methods by staff also improved, with the percentage who said they '**never**' used them reducing significantly:

|  |  |  |
| --- | --- | --- |
|  | Start of the project | End of the project |
| TEACCH | 31.2% | 19.6% |
| Video modelling | 84.3% | 53.6% |
| Makaton | 25% | 21.1% |
| Picture instructions | 50% | 5.4% |
| Modelling skills (practical action) | 59,3% | 17.9% |

The biggest reductions were seen in the use of video modelling and picture process schemes, the two main focuses of the project.

Staff's views of life skills (social adaptive skills) classes also improved, with 100% agreeing that these were important at the end of project.  A much higher percentage agreed that teaching pre-vocational skills in business environments within the school was useful - 94.6% by the end of the project, compared to 59% at the start.  Similarly, the percentage of staff believing that teaching such skills in real businesses is useful rose from 41% at the beginning of the project to 84% at the end.