

Evaluating models of educational service provision for young children with autism

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The number of autism-specific programmes has increased in Ireland in the last decade. The aim of this study was to evaluate a sample of programmes using a set of Autism Programme Quality Indicators (APQI; New York State Education Department, 2001). In addition the attitudes of key stakeholders towards programme development and implementation were ascertained. Results indicate that autism-specific programmes vary on key variables that can affect outcome for children diagnosed with an Autism Spectrum Disorder (ASD). Implications and future research is discussed.