



Staff Survey:
Part One

STAFF SURVEY - PART ONE

Instructions:

This survey should be completed by agency staff. The purpose of this survey is to understand the extent to which staff have received training relevant to identified best practices for working with individuals with complex needs and their families. This survey can assist agencies and programs to identify areas of success and areas for improvement.

Please provide a response to every item. All responses are anonymous.

INDIVIDUALS WITH COMPLEX NEEDS

In the next section, you will be asked questions regarding providing services to individuals with complex needs. The term “individuals with complex needs” is intended to include those individuals whose needs exceed those that a single service provider can address (e.g., individuals with FASD).

Given that many individuals with complex disabilities may present with high needs in the absence of a diagnosis, the term “individuals with complex needs” is intended to capture populations based on their functional needs as opposed to specific diagnostic categories.

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1. Which of the following services are available within your agency? Please check all that apply.			
<input type="checkbox"/> Housing <input type="checkbox"/> Medical care <input type="checkbox"/> Mental health <input type="checkbox"/> Appropriate recreation activities <input type="checkbox"/> Parenting/ childcare needs <input type="checkbox"/> Employment needs <input type="checkbox"/> Financial needs <input type="checkbox"/> Legal needs <input type="checkbox"/> Respite supports for family/caregivers of individuals with complex needs <input type="checkbox"/> Counselling supports for family/caregivers of individuals with complex needs <input type="checkbox"/> Training in parenting strategies that focus on caregiver attitudes <input type="checkbox"/> Other Please specify			

2. Have you received informal training, such as supervision or consultation from colleagues on working with individuals with complex needs in your current role?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Check all that apply:	Supervision	Consultation with colleagues	Other
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please specify			

3. Have you received formal training (e.g., workshop) on working with individuals with complex needs in your current role?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Although we recognize that a lot of training may occur informally and on the job, a goal of this survey is to identify formal initiatives undertaken by the agency to support ongoing professional development.

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<p>Definition of individuals with complex needs: As a reminder, “individuals with complex needs” include those individuals whose needs exceed those that a single service provider can address (e.g., individuals with FASD). The term “individuals with complex needs” is intended to capture populations based on their functional needs as opposed to specific diagnostic categories.</p>			
<p>I have had formal training (e.g., formalized workshops) made available to me relevant to...</p>			
4. Understanding what FASD is (e.g., FASD The Basics).	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
5. Understanding that FASD is a neurological disability (i.e., as opposed to a behaviour problem).	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
6. Developing support skills for working with individuals with complex needs.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
7. Providing targeted support to individuals with complex needs in anticipation of transition (e.g., from school to workplace; to adulthood).	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
8. Monitoring individuals’ safety and security (e.g., housing arrangements).	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>

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<p>Definition of individuals with complex needs: As a reminder, “individuals with complex needs” include those individuals whose needs exceed those that a single service provider can address (e.g., individuals with FASD). The term “individuals with complex needs” is intended to capture populations based on their functional needs as opposed to specific diagnostic categories.</p>			
<p>I have had formal training (e.g., formalized workshops) made available to me relevant to...</p>			
9. Supporting staff well-being through such opportunities as addressing vicarious trauma.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
10. The process of engaging service providers in complex case management between agencies.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
11. Recognizing which approaches and interventions are developmentally appropriate for each individual with complex needs.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
12. Identifying the signs of FASD.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
13. Incorporating assessment results into work with individuals with complex needs.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>

Definition of individuals with complex needs:

As a reminder, “individuals with complex needs” include those individuals whose needs exceed those that a single service provider can address (e.g., individuals with FASD). The term “individuals with complex needs” is intended to capture populations based on their functional needs as opposed to specific diagnostic categories.

I have had formal training (e.g., formalized workshops) made available to me relevant to...

14. The use of a strengths-based approach with individuals with complex needs.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
15. Understanding how to balance individualized support and opportunities for autonomy for individuals with complex needs.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
16. Dealing with staff turnover in way that eases this transition for individuals with complex needs.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
17. Understanding the role of an Individualized Education Plan (IEP)/Individualized Program Plan (IPP) and its importance for individuals with complex needs who are attending school.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
18. Talking to individuals who complex needs with whom I work about relationships and sexual health and safety.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>

Definition of individuals with complex needs:

As a reminder, “individuals with complex needs” include those individuals whose needs exceed those that a single service provider can address (e.g., individuals with FASD). The term “individuals with complex needs” is intended to capture populations based on their functional needs as opposed to specific diagnostic categories.

I have attended formal training (e.g., formalized workshops) relevant to...

19. Understanding what FASD is (e.g., FASD The Basics).	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
20. Understanding that FASD is a neurological disability (i.e., as opposed to a behaviour problem).	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
21. Developing support skills for working with individuals with complex needs.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
22. Providing targeted support to individuals with complex needs in anticipation of transition (e.g., from school to workplace; to adulthood).	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
23. Monitoring individuals’ safety and security (e.g., housing arrangements).	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>

I have attended formal training (e.g., formalized workshops) relevant to...			
24. Supporting staff well-being through such opportunities as addressing vicarious trauma.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
25. The process of engaging service providers in complex case management between agencies.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
26. Recognizing which approaches and interventions are age appropriate for each individual with complex needs.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
27. Identifying the signs of FASD.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
28. Incorporating assessment results into work with individuals with complex needs.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>

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I have attended formal training (e.g., formalized workshops) relevant to...			
29. The use of a strengths-based approach with individuals with complex needs.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
30. Understanding how to balance individualized support and opportunities for autonomy for individuals with complex needs.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
31. Dealing with staff turnover in a way that eases this transition for individuals with complex needs.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
32. Understanding the role of an Individualized Education Plan (IEP)/Individualized Program Plan (IPP) and its importance for individuals with complex needs who are attending school.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
33. Talking to individuals with complex needs who I work with about relationship and sexual health and safety.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>

STAFF SURVEY - PART ONE

ASSESSMENT SERVICES

Definition of individuals with complex needs:

As a reminder, “individuals with complex needs” include those individuals whose needs exceed those that a single service provider can address (e.g., individuals with FASD). The term “individuals with complex needs” is intended to capture populations based on their functional needs as opposed to specific diagnostic categories.

I have attended formal training (e.g., formalized workshops) relevant to...

34. Identifying where to access specific assessment services for individuals with complex needs, including:

<p>34.a Within your agency</p> <p>Screening</p> <p>Functional assessment</p> <p>Diagnostic assessment</p>	<table border="0"> <tr> <td>No</td> <td>Yes</td> <td>Unsure/Do not remember</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>No</td> <td>Yes</td> <td>Unsure/Do not remember</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>No</td> <td>Yes</td> <td>Unsure/Do not remember</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	No	Yes	Unsure/Do not remember	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No	Yes	Unsure/Do not remember	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No	Yes	Unsure/Do not remember	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p>34.b Between or to external agencies</p> <p>Screening</p> <p>Functional assessment</p> <p>Diagnostic assessment</p>	<table border="0"> <tr> <td>No</td> <td>Yes</td> <td>Unsure/Do not remember</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>No</td> <td>Yes</td> <td>Unsure/Do not remember</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>No</td> <td>Yes</td> <td>Unsure/Do not remember</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	No	Yes	Unsure/Do not remember	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No	Yes	Unsure/Do not remember	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No	Yes	Unsure/Do not remember	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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STAFF SURVEY - PART ONE

ASSESSMENT SERVICES			
I have attended formal training (e.g., formalized workshops) relevant to...			
35. Referring individuals with complex needs for specific assessment services, including:			
35.a Within your agency			
Screening	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Functional assessment	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Diagnostic assessment	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
35.b Between or to external agencies			
Screening	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Functional assessment	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Diagnostic assessment	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
35.c Actively supporting access to referred service (e.g., providing transportation or reminders)			
Screening	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Functional assessment	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Diagnostic assessment	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>

STAFF SURVEY - PART ONE

INTERVENTION SERVICES

Definition of individuals with complex needs:

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I have attended formal training (e.g., formalized workshops) relevant to...

36. Identifying where to access specific intervention services for individuals with complex needs, including:

<p>36.a Within your agency</p> <p>Mental health services</p> <p>Medical care</p> <p>Individually tailored vocational counselling</p> <p>Necessary supports, such as housing services</p> <p>Explicit planning for individuals’ future needs, such as financial planning, money management support, and guardianship and trustee programs</p>	<table border="0"> <tr> <td>No</td> <td>Yes</td> <td>Unsure/Do not remember</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>No</td> <td>Yes</td> <td>Unsure/Do not remember</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>No</td> <td>Yes</td> <td>Unsure/Do not remember</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>No</td> <td>Yes</td> <td>Unsure/Do not remember</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	No	Yes	Unsure/Do not remember	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No	Yes	Unsure/Do not remember	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No	Yes	Unsure/Do not remember	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No	Yes	Unsure/Do not remember	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p>36.b Between or to external agencies</p> <p>Mental health services</p> <p>Medical care</p> <p>Individually tailored vocational counselling</p> <p>Necessary supports, such as housing services</p> <p>Explicit planning for individuals’ future needs, such as financial planning, money management support, and guardianship and trustee programs</p>	<table border="0"> <tr> <td>No</td> <td>Yes</td> <td>Unsure/Do not remember</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>No</td> <td>Yes</td> <td>Unsure/Do not remember</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>No</td> <td>Yes</td> <td>Unsure/Do not remember</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>No</td> <td>Yes</td> <td>Unsure/Do not remember</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	No	Yes	Unsure/Do not remember	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No	Yes	Unsure/Do not remember	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No	Yes	Unsure/Do not remember	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No	Yes	Unsure/Do not remember	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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No	Yes	Unsure/Do not remember																							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																							

STAFF SURVEY - PART ONE

I have attended formal training (e.g., formalized workshops) relevant to...			
37. Referring individuals with complex needs for intervention as needed, including:			
37.a Within your agency			
Mental health services	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Medical care	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Individually tailored vocational counselling	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Necessary supports, such as housing services	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Explicit planning for individuals' future needs, such as financial planning, money management support, and guardianship and trustee programs	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
37.b Between or to external agencies			
Mental health services	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Medical care	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Individually tailored vocational counselling	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Necessary supports, such as housing services	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Explicit planning for individuals' future needs, such as financial planning, money management support, and guardianship and trustee programs	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
37.c Actively supporting access to referred service (e.g., providing transportation or reminders)			
Mental health services	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Medical care	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Individually tailored vocational counselling	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Necessary supports, such as housing services	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Explicit planning for individuals' future needs, such as financial planning, money management support, and guardianship and trustee programs	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>

STAFF SURVEY - PART ONE

I have attended formal training (e.g., formalized workshops) relevant to...			
38. Identifying where to access specific supports for family/caregivers of individuals with complex needs, including.			
38.a Within your agency			
Respite supports	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Counselling supports	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Training in parenting in strategies that focus on caregiver attitudes	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Caregiver resources, such as parent-assisted adaptive functioning training	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
38.b Between or to external agencies			
Respite supports	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Counselling supports	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Training in parenting in strategies that focus on caregiver attitudes	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Caregiver resources, such as parent-assisted adaptive functioning training	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>

You have almost finished this survey! We are listening!

STAFF SURVEY - PART ONE

I have attended formal training (e.g., formalized workshops) relevant to...			
39. Referring family/caregivers of individuals with complex needs for support as needed, including:			
39.a Within your agency			
Respite supports	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Counselling supports	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Training in parenting strategies that focus on caregiver attitudes	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
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39.c Actively supporting access to referred service (e.g., providing transportation or reminders)			
Respite supports	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Counselling supports	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Training in parenting strategies that focus on caregiver attitudes	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>
Caregiver resources, such as parent-assisted adaptive functioning training	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Unsure/Do not remember <input type="checkbox"/>

40. Is there anything else you would like us to know about the training you have received?

41. What suggestions do you have for improving the survey content and experience?