CSESA

The Center on Secondary Education for Students with Autism Spectrum Disorders

# A Comprehensive Approach to Supporting Students With ASD in High School

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# About CSESA

- Research & Development Center
- Funded by the Department of Education (IES)
- Purpose: To develop and study a comprehensive high school program for students on the autism spectrum

CSESA
The Center on Secondary Education for Students with Autism Spectrum Disorders

# CSESA Sites

VANDERBILT
KENNEDY CENTER
for Research on Human Development

SAN DIEGO STATE
UNIVERSITY

UNCCHARLOTTE

UNC
FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

UCDAVIS
MIND INSTITUTE

THE UNIVERSITY OF
TEXAS
AT AUSTIN

WAISMAN CENTER
UNIVERSITY OF WISCONSIN-MADISON
University Center for Excellence in Developmental Disabilities

# Center Purpose

"To conduct a program of research to develop & evaluate a comprehensive, school-based intervention program for secondary students with ASD. The ultimate objective of the Center is to improve the cognitive, communicative, academic, social, behavioral, functional, or transition outcomes of secondary students with ASD."

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# The Goal of CSESA

To improve post-secondary outcomes for students by using high quality professional development and evidence-based interventions to support practitioners, families, and students

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FOR YOUR SUBJECTS
WHEN THEY GRADUATE:

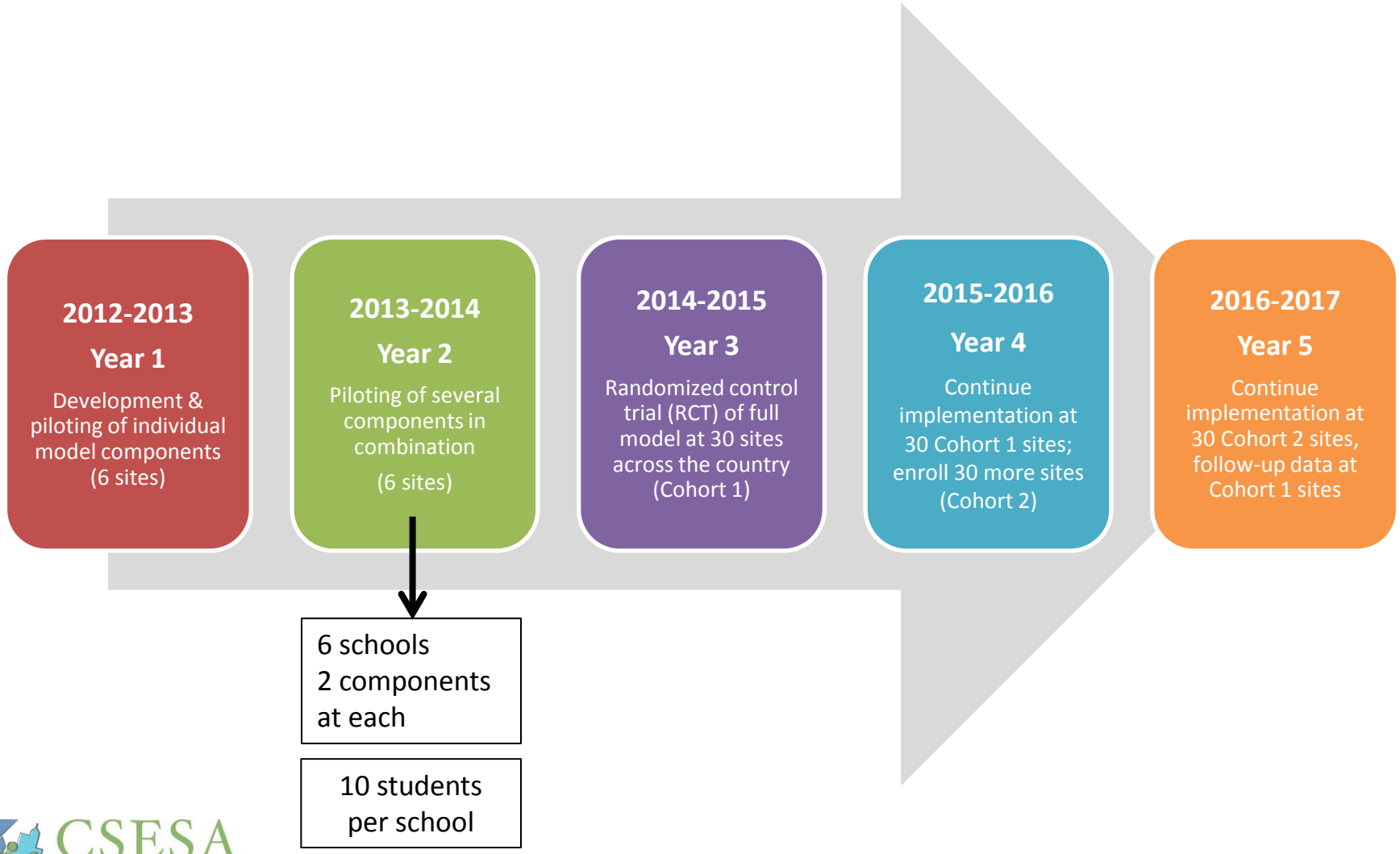
1) SOMETHING TO DO
2) SOMEWHERE TO BE
3) SOMEONE TO LOVE.

GOOD LUCK!!

# http://csesa.fpg.unc.edu/

# CSESA RESEARCH

# The Big Picture

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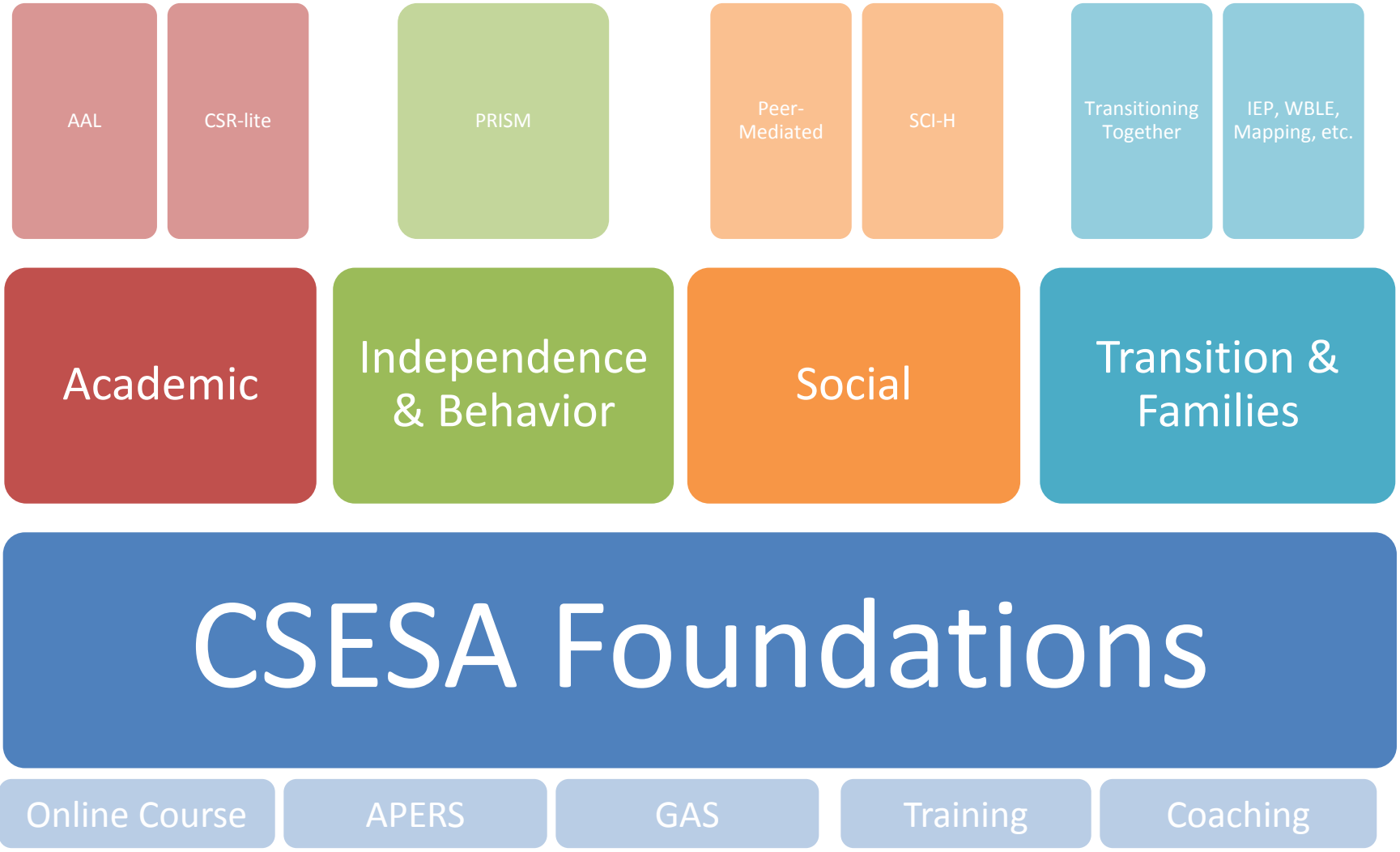
# CSESA Components



# CSESA Foundations -What is it?

Professional development process to support use of high school interventions and EBPs

- originally developed by NPDC over 5 years
  - focus birth-22 years of age
  - tested in 72 school programs
  - 12 states
  - Iterative process with revisions along the way

- Adapted for CSESA

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# Foundation Components

- Assessment of quality
  - Autism Program Environment Rating Scale (APERS)
- Development of observable and measureable goals
  - Using of Goal Attainment Scale to assess student progress
- Linking goals to Evidence-Based Practices
  - Recent review yields 27 practices (Wong et al., 2014)

# Academic

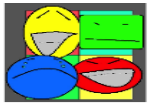
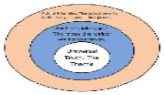
Alternative Achievement Literacy (AAL)

Collaborative Strategic Reading–High School (CSR–HS)

# Overview of AAL/CSR–HS

| | |
|---|---|
| Target Areas | • Comprehension |
| Strategies | • AAL: prompting, visuals, adaptation of text, systematic instruction<br>• CSR: Before, during, after with visuals, graphic organizer, self-monitoring checklist, and peer pairing |
| Implementation | • AAL: Daily<br>• CSR–HS: 30 minute sessions 2 to 3 times per week |

# Implementation Snapshot: AAL

| | |
|---|---|
| main idea | what the story is about |
|  mood | the feeling of the story |
|  theme | the lesson the story teaches |
| time out | a short break in the game |

help

how tells how you know

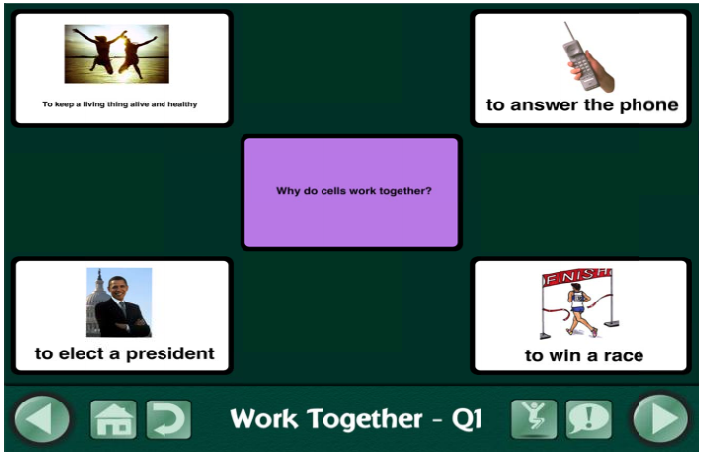
Chapters 7-8

Bianca told him

saw his video camera

Slam couldn't work the problems

an explosion



# Implementation Snapshot: AAL

**Chapter 5**

On Friday I met Karen

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

Friday

after school so she could draw my hands.[1,2]

When she was done she showed me her drawing.

## Prompts for Passage Reread

1) Read 3 sentences of text containing the answer.

– If incorrect response, move to next prompt.

– If no response cue student to help card and move to next prompt.

2) Read 1 sentence of text containing the answer.

3) Read and point to the answer.

4) Point to answer on response board and state answer.

# Implementation Snapshot: CSR–HS

## CSR–HS STRATEGIES GUIDE

### Rationale

Develop skills for enhancing comprehension of informational text by using strategies before, during, and after reading

### Standards

- Know and use various text features to locate key facts or information in a text.
- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- Ask and answer questions to determine or clarify the meaning of words and phrases in a text.

### Preparation

Before introducing any Collaborative Strategic Reading – High School (CSR–HS) lesson, establish pairs and set expectations:

- Pair students with heterogeneous skills and abilities.
- Establish expectations for paired work, so that all students contribute and work cooperatively with one another; set expectations for reading; and set expectations for student engagement.
- Invite students to contribute examples and nonexamples of expected behavior during CSR–HS work groups.

### Student Materials

- One per student:
  - Text with key words
  - Learning log
  - Writing utensil
- One per pair:
  - Checklist with discussion prompts
  - CSR–HS graphic
  - Question stems

### Teacher Materials

- Lesson plan
- Illustration
- Timer
- Learning log evaluation rubric

### Teacher Introduction — 2 to 3 minutes

The following activities are recommended during this phase:

- Have materials ready and organized.
- Ensure pairs are in place and prepared for CSR–HS.
- Communicate expectations by providing clear, explicit indications of goals for assignments and activities.
- Provide explicit instruction for the assignment and activities.

### Before Reading — 2 to 3 minutes

To prepare students for reading, the following activities are recommended:

- Introduce the topic.
- Preteach key words and/or proper nouns.
- Build background knowledge or connect to students' prior knowledge (e.g., through pictures, videos, demonstrations).
- Set the purpose for reading.
- Have students write key words in their learning logs.

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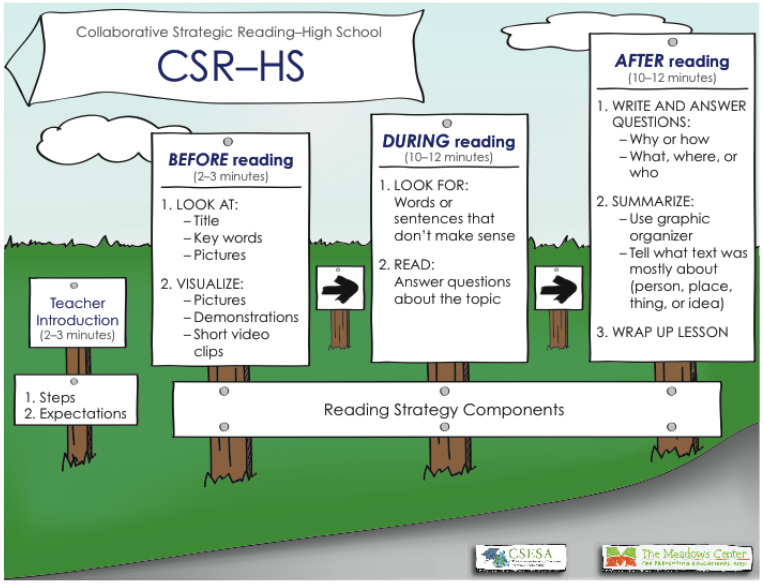


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# Implementation Snapshot: CSR–HS

Name: _____ Date: _____

## Learning Log

**Title of Text:** _____

### Before Reading

**The key words are:**

_____

_____

_____

_____

**I have looked at the:** ❑ Title ❑ Key words ❑ Pictures

**I have visualized the:** ❑ Pictures ❑ Demonstrations ❑ Video clips

### During Reading

**Fix Up Meanings**

| This does not make sense to me. | Now I get it! |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

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**True or False?**

| Write the statement. | Answer | If false, rewrite to make the statement true. |
|---|---|---|
| | T / F | |
| | T / F | |
| | T / F | |

### After Reading

**Generate Questions**

| "Why" Question | Response |
|---|---|
| | |
| | |
| | |

| "How" Question | Response |
|---|---|
| | |
| | |
| | |

| "What," "Where," or "Who" Question | Response |
|---|---|
| | |
| | |
| | |

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# Implementation Snapshot: CSR–HS

**CSR–HS Checklist** Names: _____ Date: _____

| Before Reading | During Reading | After Reading |
|---|---|---|
| ❑ **Read** the title.<br>❑ **Looked** at the pictures or other visuals.<br>❑ **Visualized** about the topic.<br>❑ **Wrote** key words.<br>❑ **Checked** with partner for help if needed. | ❑ **Read** the text or followed along.<br>❑ **Wrote** parts of the text that did not make sense.<br>❑ **Worked** with partner to fix text that did not make sense.<br>❑ **Worked** with partner to complete true/false activity.<br>❑ **Checked** with partner for help if needed. | ❑ **Created** one "how" or "why" question and one "what," "where," or "who" question with the answer.<br>❑ **Wrote** questions and answers.<br>❑ **Asked** questions with partner.<br>❑ **Completed** graphic organizer.<br>❑ **Wrote** summary.<br>❑ **Checked** with partner for help if needed. |
| **Things to do:**<br>Make connections with the topic. | **Things to say if you are stuck:**<br>• Can you help me figure this out?<br>• I don't know what this means.<br>• Do you agree or disagree? Why?<br>• I agree/disagree, and this is why... | **Things to say if you are stuck:**<br>• Can you answer this question?<br>• What do you think is the most important "who" or "what"? Why?<br>• What is an important thing about the "who" or "what"? |

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## Question Stems

| Why | How | What | Where | Who |
|---|---|---|---|---|
| Why are...<br>Why did...<br>Why is...<br>Why was... | How are...<br>How did...<br>How much...<br>How many... | What is...<br>What are...<br>What do you think will happen if...<br>What is the reason that....<br>What is the difference between...<br>What do you think caused...<br>What would you do if...<br>What is one... | Where are...<br>Where did...<br>Where is... | Who is...<br>Who are...<br>Who did... |

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# Implementing in High Schools

**Successes**

- Access to grade level/grade appropriate texts
- Increases in social interaction and task engagement

**Troubleshooting & Adaptations**

- *Implementer reluctance*

↓

Model, coach, adjust to fit instructional situation

- *Complexities of high school* (variations in scheduling, e.g. block/traditional; competing demands)

↓

Allowing for flexibility and adaptations that differ by setting and implementer

# Independence and Behavior

PRISM (Promoting Responsibility, Independence, and Self-Management)

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# Overview of PRISM

## Target Areas

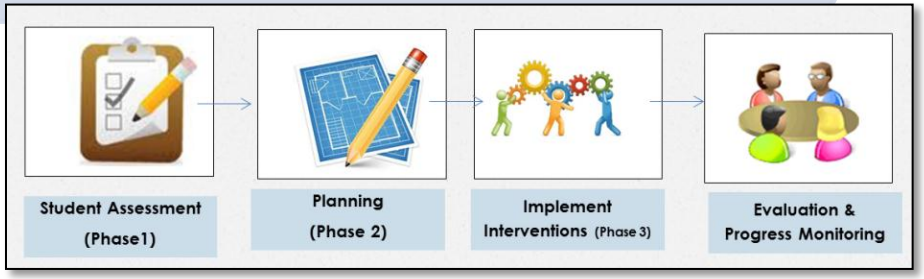
- Variety of behaviors related to independence and adaptive behavior
- Responsibility and Independence; Community Engagement; Self-Management

## Strategies

- Evidence-based practices from NPDC
- E.g., Visual supports, self-management, task analysis, peer-mediated interventions

## Implementation

- Process of assessment, planning, implementation and evaluation with team
- 30 minutes per week of work with student, embedded in instruction

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# Implementation Snapshot: Student Assessment
# **Secondary School Success Checklist**

**Domain: Personal Responsibility & Independence (1 of 3)** Enter later ☐

SUBDOMAIN: ORGANIZATION (1 OF 3)

Enter later ☐

Click here if you need to review the Checklist Guidelines.

| | | Skill Evaluation | | | | | Priority Ranking | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Not like student | Like student | Much like student | N/O | N/A | No concern | Some concern | Major concern |
| **O1.** | Accesses and follows daily schedule<br>*Note: Format & length may vary based on student needs (e.g. written, objects, pictures, ipad); student refers to it throughout day* | ○0 | ○1 | ○2 | ○3 | ○4 | ○0 | ○1 | ○2 |
| **O2.** | Uses tools to document assigned work and/or scheduling information<br>*Note: Format may vary (e.g planner, calendar, technology, putting information in backpack)* | ○0 | ○1 | ○2 | ○3 | ○4 | ○0 | ○1 | ○2 |
| **O3.** | Uses organizational system to document work completion<br>*Note: Format may vary (e.g. work system, planner, checklist, system to track grades, syllabus)* | ○0 | ○1 | ○2 | ○3 | ○4 | ○0 | ○1 | ○2 |
| **O4.** | Brings appropriate materials to assigned location<br>*Note: Includes bringing home and turning in homework, bringing supplies to class* | ○0 | ○1 | ○2 | ○3 | ○4 | ○0 | ○1 | ○2 |
| **O5.** | Materials/work space are organized<br>*Note: Includes neat paperwork, tidy work space* | ○0 | ○1 | ○2 | ○3 | ○4 | ○0 | ○1 | ○2 |
| **O6.** | Identifies steps required to complete assigned activities*<br>*Note: Includes breaking down larger projects into smaller steps, sequencing steps, listing steps in organizational systems* | ○0 | ○1 | ○2 | ○3 | ○4 | ○0 | ○1 | ○2 |
| **O7.** | Begins assigned activities within allotted time* | ○0 | ○1 | ○2 | ○3 | ○4 | ○0 | ○1 | ○2 |
| **O8.** | Completes assigned activities within allotted time* | ○0 | ○1 | ○2 | ○3 | ○4 | ○0 | ○1 | ○2 |
| **O9.** | Returns materials to correct location at the end of activities | ○0 | ○1 | ○2 | ○3 | ○4 | ○0 | ○1 | ○2 |
| **O10.** | Arrives at assigned location or activity on time<br>*Note: May include within classroom or across school/community* | ○0 | ○1 | ○2 | ○3 | ○4 | ○0 | ○1 | ○2 |

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# Implementation Snapshot: Student Assessment
# **Secondary School Success Checklist**

| | A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|---|
| 1 | **Non-Mastered Skills Report** | | | | | | |
| 2 | **Student ID** | **00-203-5011** | | **00-203-5011** | | **00-203-5011** | |
| 3 | **TimePoint** | **2013-2014 (Y1_T1)** | | **2013-2014 (Y1_T1)** | | **2013-2014 (Y1_T1)** | |
| 4 | **School ID** | **00-203** | | **00-203** | | **00-203** | |
| 5 | **Entered By** | **00-203-6006** | | **CHH_1c** | | **CHH_1** | |
| 6 | **Role** | **Staff** | | **Caregiver** | | **Student** | |
| 7 | **Observation Date** | **10/1/2013** | | **10/1/2013** | | **10/1/2013** | |
| 8 | | | | | | | |
| 9 | **DOMAIN:** | **Personal Responsibility & Independence** | | | | | |
| 10 | **Subdomain:** | **Organization** | | | | | |
| 11 | Notes/Examples: | | | | | | |
| 12 | | | | | | | |
| 13 | **DOMAIN:** | **Personal Responsibility & Independence** | | | | | |
| 14 | **Subdomain:** | **Problem Solving & Goal Setting** | | | | | |
| 15 | | PS1 Identifies appropriate person to ask for assistance | major concern | PS2 Seeks help appropriately from identified person | major concern | PS5 (4) When I have a problem in class I can figure out a solution. | I would sort of like to learn this |
| 16 | | PS2 Seeks help appropriately from identified person | major concern | PS3 Identifies/defines a problem in structured school/community setting | major concern | | |
| 17 | | PS3 Identifies/defines a problem in structured school/community setting | major concern | PS4 Identifies/defines a problem in an unstructured school/community setting | major concern | | |
| 18 | | PS4 Identifies/defines a problem in an unstructured school/community setting | major concern | PS5 Generates possible solutions to problem | major concern | | |
| 19 | | PS5 Generates possible solutions to problem | major concern | PS6 Selects solution after considering possible consequences | major concern | | |
| 20 | | PS6 Selects solution after considering possible consequences | major concern | PS8 Identifies goals and related steps required to meet goals | major concern | | |

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# Implementation Snapshot: Planning
# **Linking Goals to Evidence-Based Practices**

Domain: **Personal Responsibility & Independence**

Subdomain: **Organization**

| SKILLS/BEHAVIORS | EVIDENCE BASED PRACTICES |
|---|---|
| ☐ Accesses and follows daily schedule<br>☐ Uses tools to document assigned work and/or scheduling information<br>☐ Uses organizational system to document work completion<br>☐ Brings appropriate materials to assigned location<br>☐ Materials/work space are organized<br>☐ Identifies steps required to complete assigned activities<br>☐ Begins assigned activities within allotted time<br>☐ Completes assigned activities within allotted time<br>☐ Returns materials to correct location at the end of activities<br>☐ Arrives at assigned location or activity on time<br>☐ Moves to next destination or next activity<br>☐ Attends scheduled meetings with work groups, staff, etc.<br>☐ Requests/initiates meetings with work groups, staff as appropriate<br>☐ Manages free time appropriately<br>☐ Other: | Foundational EBP<br>☐ *Differential reinforcement**<br>☐ *Prompting**<br>☐ *Reinforcement**<br>☐ *Task analysis**<br>☐ *Time delay**<br><br>☐ Computer aided instruction*<br>☐ Parent implemented interventions*<br>☐ Self-management*<br>☐ Social narratives*<br>☐ Structured work systems*<br>☐ Video modeling*<br>☐ Visual supports* |

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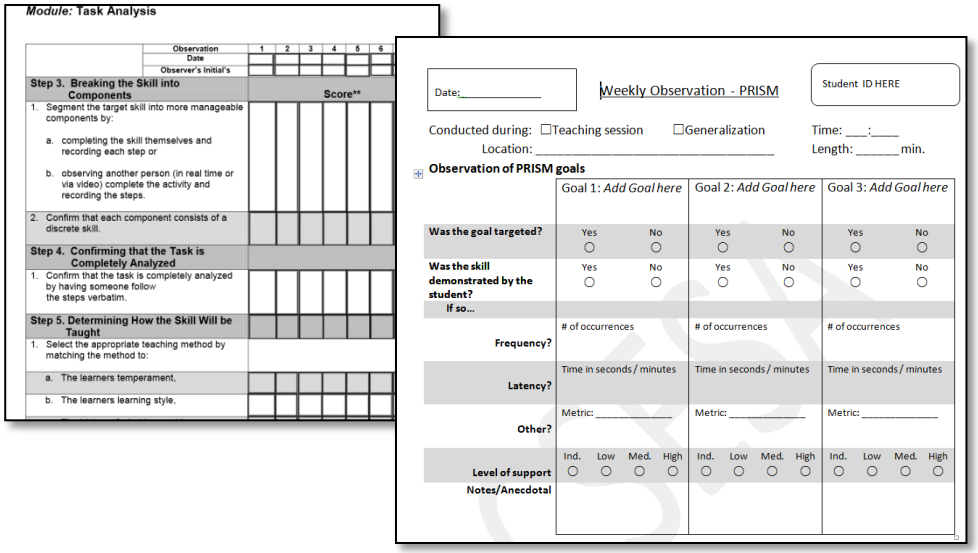
# Implementation Snapshot: Implementing **Linking Goals to Evidence-Based Practices**

- **Implementation:**
  - Met in Academic Strategies class to teach task analysis
  - Used visual supports to teach concept, along with prompting, reinforcement
    - Used technology (iTouch & iPad)
  - Moved into English II class

# Implementation Snapshot: Evaluation
# **Linking Goals to Evidence-Based Practices**

- Data collection on fidelity of implementation
- Data collection on student performance
- Social validity data from student and staff

http://autismpdc.fpg.unc.edu/content/briefs



***Module:*** **Task Analysis**

| | Observation | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| | Date | | | | | | |
| | Observer's Initial's | | | | | | |
| **Step 3. Breaking the Skill into Components** | | Score** | | | | | |
| 1. Segment the target skill into more manageable components by: | | | | | | | |
| a. completing the skill themselves and recording each step or | | | | | | | |
| b. observing another person (in real time or via video) complete the activity and recording the steps. | | | | | | | |
| 2. Confirm that each component consists of a discrete skill. | | | | | | | |
| **Step 4. Confirming that the Task is Completely Analyzed** | | | | | | | |
| 1. Confirm that the task is completely analyzed by having someone follow the steps verbatim. | | | | | | | |
| **Step 5. Determining How the Skill Will be Taught** | | | | | | | |
| 1. Select the appropriate teaching method by matching the method to: | | | | | | | |
| a. The learners temperament, | | | | | | | |
| b. The learners learning style, | | | | | | | |

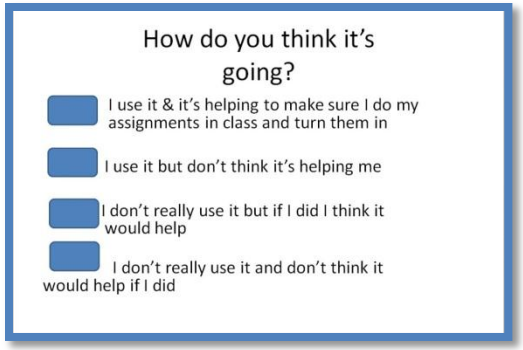
Date:_____ **Weekly Observation - PRISM** Student ID HERE

Conducted during: ☐Teaching session ☐Generalization Time: ___:___

Location: _____ Length: _____ min.

**Observation of PRISM goals**

| | Goal 1: *Add Goal here* | | Goal 2: *Add Goal here* | | Goal 3: *Add Goal here* | |
|---|---|---|---|---|---|---|
| **Was the goal targeted?** | Yes ○ | No ○ | Yes ○ | No ○ | Yes ○ | No ○ |
| **Was the skill demonstrated by the student?** | Yes ○ | No ○ | Yes ○ | No ○ | Yes ○ | No ○ |
| **If so...** | | | | | | |
| **Frequency?** | # of occurrences | | # of occurrences | | # of occurrences | |
| **Latency?** | Time in seconds / minutes | | Time in seconds / minutes | | Time in seconds / minutes | |
| **Other?** | Metric: _____ | | Metric: _____ | | Metric: _____ | |
| **Level of support** | Ind. ○ | Low ○ Med. ○ High ○ | Ind. ○ | Low ○ Med. ○ High ○ | Ind. ○ | Low ○ Med. ○ High ○ |
| **Notes/Anecdotal** | | | | | | |




"It was exciting to see how quickly Mike learned the steps to the task analysis and how quickly he began implementing his new strategies"

# Implementing in High Schools

**Successes**

- Secondary School Success Checklist
  - Teachers, parents, and students complete
  - Helps to assess performance and priority of various skills
- Embedding technology
  - Using iTouch and iPad has been successful with students and in classrooms

**Troubleshooting & Adaptations**

- Planning document was too cumbersome & time consuming
  - Shortened planning process
- Generating buy-in from general education teachers
  - Pre-teaching concepts & involving general educators once skill is coming along

# PEER AND SOCIAL COMPONENT (PASC)

Peer Supports

Peer Networks

Social Competence Intervention (SCI-H)

# Overview of Peer Supports and Peer Networks

## Target Areas

- Students with intellectual disability and/or autism
- Accessing statewide **OR** alternate assessments

## Strategies

- Facilitator (i.e., paraprofessional, educator, counselor) receives training on recruiting/training students and facilitating support
- One or more peers learn how to converse with, provide support to, and/or collaborate with a student with disability
  - Peer supports happen **inside** the inclusive classroom
  - Peer networks happen **outside** of the classroom

## Implementation

- Process of recruiting, planning, implementation, supporting, and evaluating with team
- Students sit together each class period (peer supports) or social activity (peer networks), and peers provide academic and/or social support throughout their time together

# Implementation Snapshot: Peer Support

- **Student:** Male student with ASD
- **Goal:** Increase social interactions and academic engagement during art class
- **Implementation:** Art classroom
- **Results:** Increased social interactions and academic engagement during art class

# Implementation Snapshot: Peer Network

- **Student:** Male student with Asperger's Syndrome
- **Goal:** Increase social interactions/initiations (to/from other students), increase extracurricular participation
- **Implementation:** 2x per week; conference room
- **Results:** Increased social interactions/initiations to/from other students

# Implementing in High Schools

**Successes**

- Decreased proximity to paraprofessionals (peer supports)
- Increased academic engagement (peer supports)
- Increased interactions with peers without ASD
- Viewed favorably by facilitators, general educators, peer partners, and focus students

**Troubleshooting & Adaptations**

- Developing a training webinar for peers
- Involving students with disabilities in orientation sessions
- Exploring avenues to deploy these strategies more widely when special education staff are not present

# Overview of Social Competence Intervention (SCI-H)

## Target Areas

- High school students with high-functioning ASD or similar social challenges
- Full Scale IQ of at least 75

## Strategies

- Assists students in understanding how to (a) adapt to changing social environments, (b) recognize thoughts/feelings of others, (c) positively influence interactions through their own behavior, and (d) access problem solving strategies to develop relationships with others

## Implementation

- 45 min; at least twice per week
- Implemented by 1 or more facilitators
- Incorporates specific behavior management and token systems

# Implementation Snapshot

- **Student:** Male student with ASD, age 18
- **Goal:** Improve social functioning and increase working knowledge of social skills
- **Implementation:** 45 min, 2 x per week
- **Results:** Increased eye contact, initiations, participation in SCI-H sessions

# Implementing in High Schools

**Successes**

- Increases in appropriate responding, initiations, and overall social skills
- Enhanced ability to problem-solve

**Troubleshooting & Adaptations**

- Not as appropriate for students with ASD who have intellectual disability
- Facilitator training

# Transition and Family

- Transition Strategies

  (IEP and work-based learning)
- Transitioning Together

# Overview of Transition and Family

## Target Areas

- Teachers: Community and school mapping, improved transition planning, IEP writing
- Students: Involvement in IEP, participation in transition planning, work-based learning experiences, portfolio building, social groups during parent meetings
- Parents: Involvement in parent group and learning about the transition out of HS

## Strategies

- Community and school mapping
- Indicator 13 quality rubric
- Curriculum to involve students in their own IEP
- Work based learning experiences
- Transitioning Together parent and teen 8 week intervention groups

## Implementation

- School teams map local resources , improve transition IEP writing
- Students participate in curriculum on IEP participation and work based learning activities
- Parents and students attend Transitioning Together groups

# Implementation Snapshot

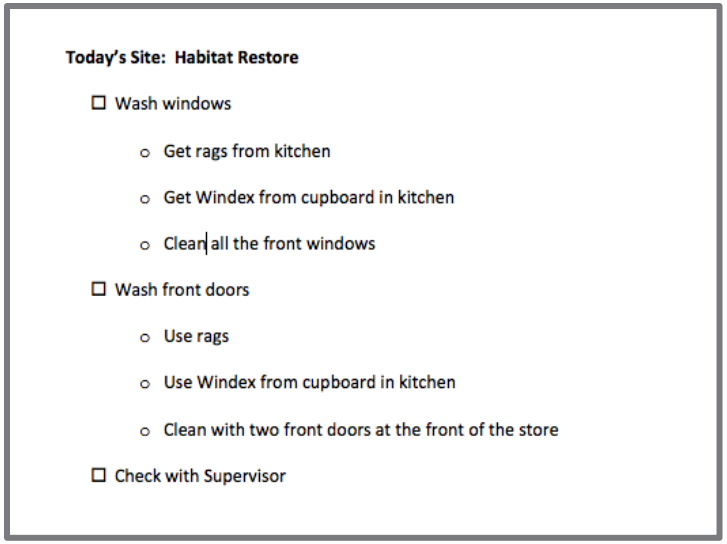
- IEP participation example Animoto:

  Christopher's story

- Work-based learning example

◄ December ~ January 2014 ~ February ►

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|
| | | | 1 Winter Break | 2 | 3 | 4 |
| 5 | 6 Habitat Restore | 7 Classroom Central | 8 Raptor Center | 9 Reading Partnership with Metro 9:30 – 11:30 | 10 ~~Lalla~~ Equestrian Center | 11 |
| 12 | 13 ~~Sooree 15~~ period | 14 ~~Sooree 15~~ period | 15 ~~Sooree 21~~ period ~~BeStore~~ for our Exam | 16 Exams ~~31 period~~ ~~Lalla~~ Equestrian Center for Exam | 17 Exams (~~Make~~ ups) | 18 |
| 19 | 20 Holiday | 21 Workday | 22 Sow Much Good | 23 Reading Partnership with Metro 9:30 – 11:30 | 24 The Laurel's Assisted Living and Retirement Home | 25 |
| 26 | 27 Habitat Restore | 28 Classroom Central | 29 Raptor Center | 30 Tour Johnson and Wales OR EMT/Medic/Fire and K9 Officer OR work on ~~Coobee~~ Boards TBD | 31 ~~Lalla~~ Equestrian Center | Notes: K9 Officer Johnson & Wales CPCC March 20 |



**Today's Site: Habitat Restore**

- ☐ Wash windows
  - Get rags from kitchen
  - Get Windex from cupboard in kitchen
  - Clean all the front windows
- ☐ Wash front doors
  - Use rags
  - Use Windex from cupboard in kitchen
  - Clean with two front doors at the front of the store
- ☐ Check with Supervisor

# Implementing in High Schools

**Successes**

- More comprehensive transition assessment is occurring
- Increase in student presence at IEP meetings
- Combining IEP (Whose Future is it?) with AAL adapted text materials

**Troubleshooting & Adaptations**

- IEPs, I-13 compliance vs. quality
- Still working on developing portfolio options

# Implementation Snapshot
# Transitioning Together

## TIPS FOR HANDLING STRESS

### Have Fun!

- Use humor
- Date night
- Fireworks
- Bouncy balls
- Hit the easy button on someone's desk
- Summer camp
- Video games (calm soothing environment)

### Let Go

- Reprioritize (and let go)
- Learn to "let go and let God"
- Learn to realize you can't change everything
- Deal with and accept life as it is

### Take Time to Stop and Think

- Plan an imaginary revenge fantasy
- Sit and mentally process
- Focus on the task at hand
- Listen to music
- Take a bath
- Quietly fidget
- Create some distance--remove yourself from the stressful situation so you can think about
- Talk to someone about your stress

### Do Things You Like

- Take a walk
- Go for a drive
- Exercise
- Go fishing
- Cook
- Clean
- Have a drink
- Read a book
- Go golfing

# Implementing Transitioning Together in High Schools

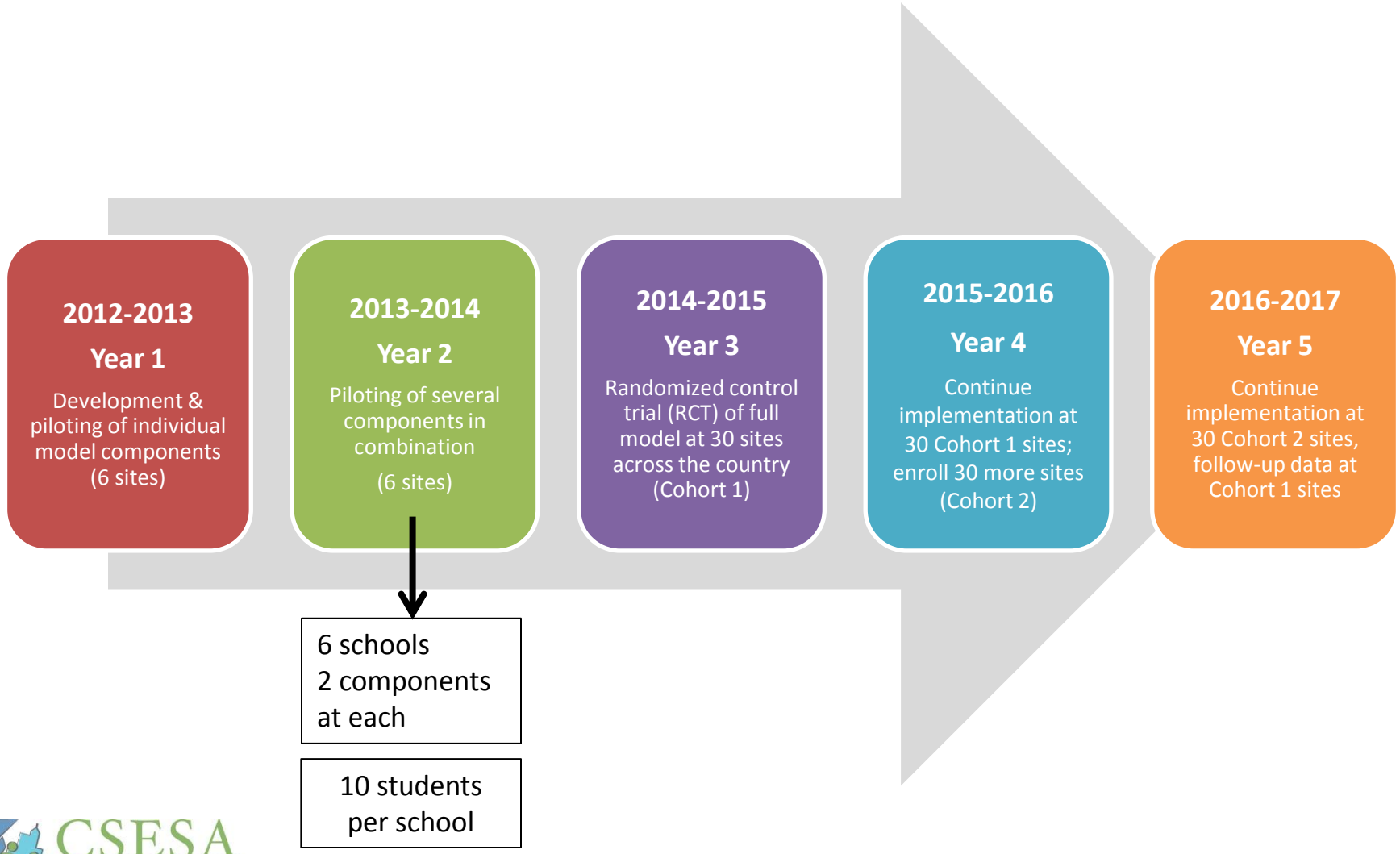
**Successes**

- Students and family members report high satisfaction with Transitioning Together groups.
- Students are developing the video for incoming students

**Troubleshooting & Adaptations**

- Adapting curriculum to address needs of English language learners

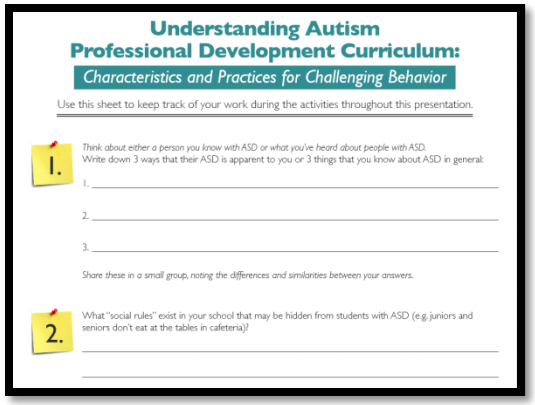
# The Big Picture

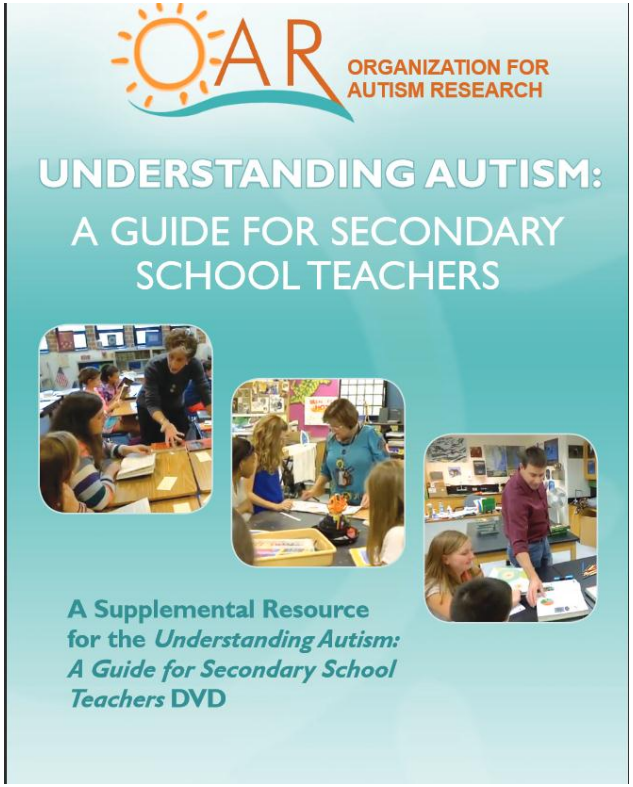



CSESA
The Center on Secondary Education for Students with Autism Spectrum Disorders

# CSESA Resources

- Brand NEW Professional Development Series
  - 2 presentations with video, facilitator notes, activities, and handouts
  - Designed for middle & High general educators
- Understanding Autism Guide



# CSESA Resources

- Autism-at-a-Glance Series
  - Tips for families & practitioners

autism at-a-glance

Feb 2014

**Autism at-a-Glance** is a publication of the Center on Secondary Education for Students with ASD (CSESA)

## Supporting Communication in High School

This issue of *Autism at-a-Glance* focuses on understanding and improving the communication skills of adolescents on the autism spectrum. The content specifically targets the needs of students who are able to communicate conversationally. Examples are provided in the context of academic courses and teacher and peer relationships.

If you serve students with more significant communication needs, please see our *Autism at-a-Glance* titled *Supporting Functional Communication in High School*.

*Autism at-a-Glance* is designed for high school staff members supporting students on the autism spectrum, as well as family members of adolescents on the autism spectrum. *Autism at-a-Glance* provides a current summary of topics relevant to high school students on the autism spectrum as well as practical tips and resources for school and community personnel and family members.

Students on the autism spectrum exhibit characteristic difficulties associated with communication. Deficits appear in three main areas: comprehension, expressive communication, and interacting with others.

### Comprehension

*Understanding verbal and non-verbal communication*

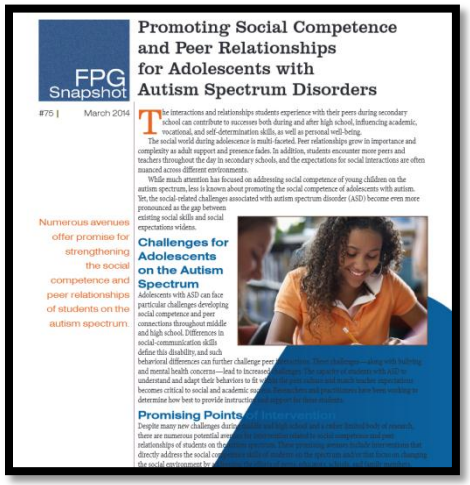
#### Potential Areas of Difficulty Related to Comprehension

- **Speed of processing language.** Students may process comments, questions, and directions more slowly than would be expected for their academic or cognitive abilities or age.
- **Non-literal language.** Students may struggle to understand sarcasm, hyperbole, figures of speech, or other forms of non-literal language.
- **Inferences.** Students may have difficulty reading between the lines or making assumptions about information that is not directly presented.
- **Vocabulary.** Students may have difficulty generalizing vocabulary words outside of the specific contexts in which they were learned.
- **Point-of-view.** Students often struggle to understand points of view other than their own, which can inhibit their understanding of oral and written language.

#### What This Might Look Like in the Classroom

- Mr. Van Rynbeck tells the students to put their pencils down and pass their papers forward, but Darnell takes 10 seconds to put his pencil down, and does not pass his paper forward until he gets another prompt.
- A peer says "thanks for letting me know" after Garrett rudely corrects her, and Garrett responds with a very sincere "you're welcome," not understanding the sarcastic tone.
- The short story mentioned "an emotionally draining year" and a character's "first birthday dinner without his mom," but Monique could not figure out that the character's mom had died.

- Special Issue in *Remedial and Special Education* Journal
  - Autism, Adolescence, & High School
  - Articles and Snapshots



FPG Snapshot

#75 | March 2014

## Promoting Social Competence and Peer Relationships for Adolescents with Autism Spectrum Disorders

The interactions and relationships students experience with their peers during secondary school can contribute to successes both during and after high school, influencing academic, vocational, and self-determination skills, as well as personal well-being.

The social world during adolescence is multi-faceted. Peer relationships grow in importance and complexity as adult support and presence fades. In addition, students encounter more peers and teachers throughout the day in secondary schools, and the expectations for social interactions are often nuanced across different environments.

While much attention has focused on addressing social competence of young children on the autism spectrum, less is known about promoting the social competence of adolescents with autism. Yet, the social-related challenges associated with autism spectrum disorder (ASD) become even more pronounced as the gap between existing social skills and social expectations widens.

Numerous avenues offer promise for strengthening the social competence and peer relationships of students on the autism spectrum.

### Challenges for Adolescents on the Autism Spectrum

Adolescents with ASD can face particular challenges developing social competence and peer connections throughout middle and high school. Differences in social-communication skills define this disability, and such behavioral differences can further challenge peer relationships. These challenges—along with bullying and mental health concerns—lead to increased challenges. The capacity of students with ASD to understand and adapt their behaviors to fit with the peer culture and teach teacher expectations becomes critical to social and academic success. Researchers and practitioners have been working to determine how best to provide instruction and support for these students.

### Promising Points of Intervention

Despite many new challenges during the adolescent and creative limited body of research, there are numerous potential avenues for intervention related to social competence and peer relationships of students on the autism spectrum. These promising avenues include intervention that directly address the social competence skills of students on the spectrum and/or that focus on changing the social environment by

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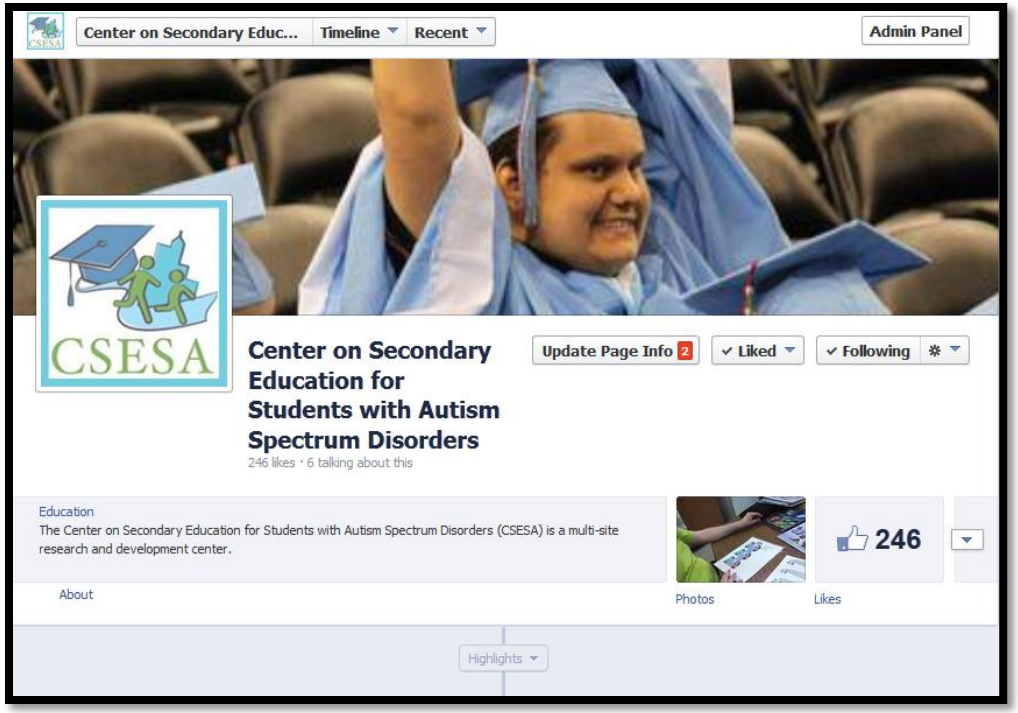
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