



CSESA

The Center on Secondary Education for
Students with Autism Spectrum Disorders

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OCCALICON

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Center Partnerships

- FPG Child Development Institute, University of North Carolina at Chapel Hill (Odom, Hume)
- Waisman Center, University of Wisconsin – Madison (Smith, Melick)
- MIND Institute, University of California – Davis (Rogers)
- San Diego State University (Hall, Kraemer)
- University of Texas – Austin (Vaughn)
- Kennedy Center, Vanderbilt University (Carter)
- University of North Carolina – Charlotte Browder, Test)

CSESA Overview

- The Center
- Research
- Leadership
- Supplemental Studies

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.”



Why?

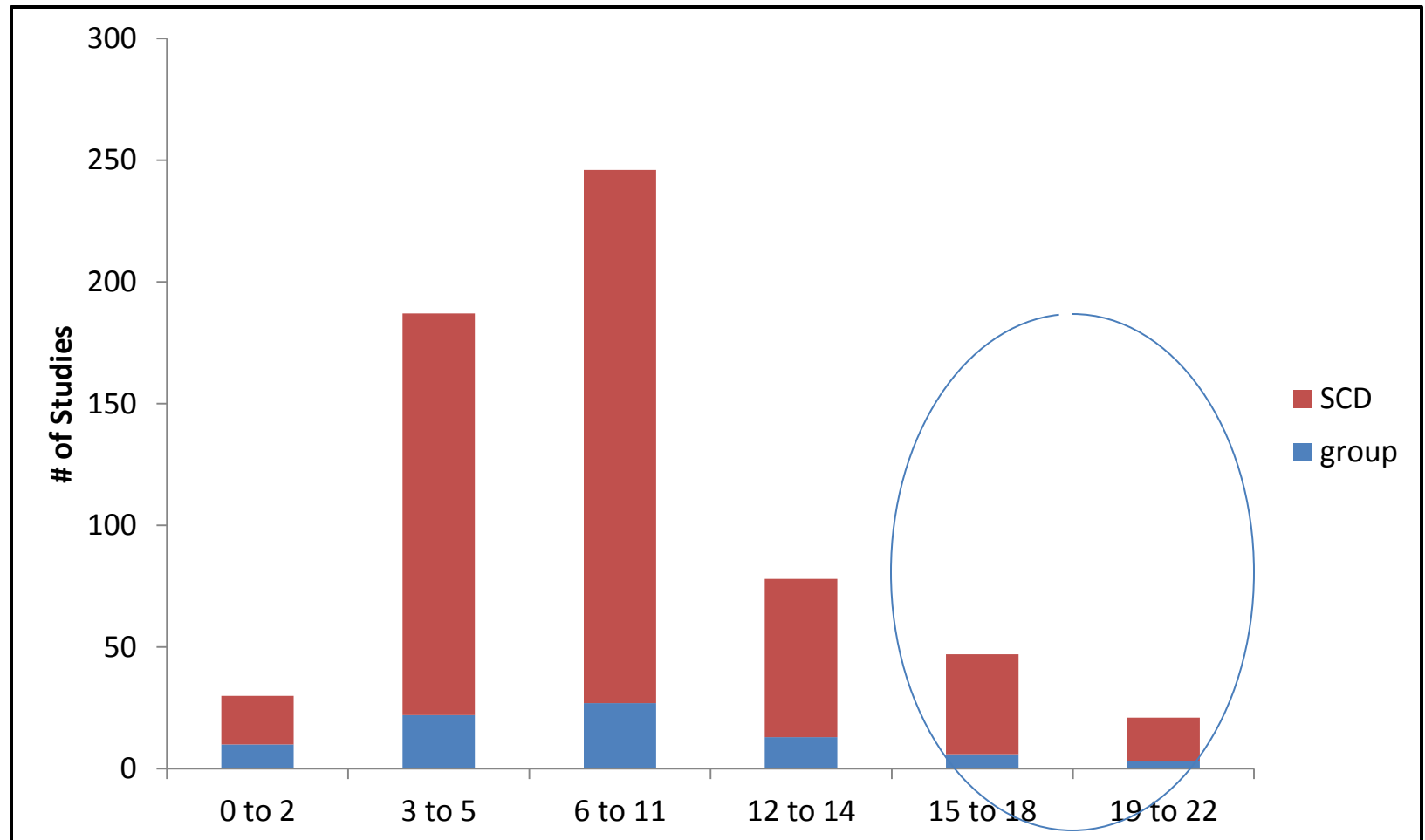
“nearly 80% still live at home, almost half have no jobs or postsecondary training, 40% never have contact with friends, 17% never feel hopeful about the future, and 21% never engage in outside activities...” (Shattuck, 2010).

**FOR YOUR SUBJECTS
WHEN THEY GRADUATE:**

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

GOOD LUCK!!

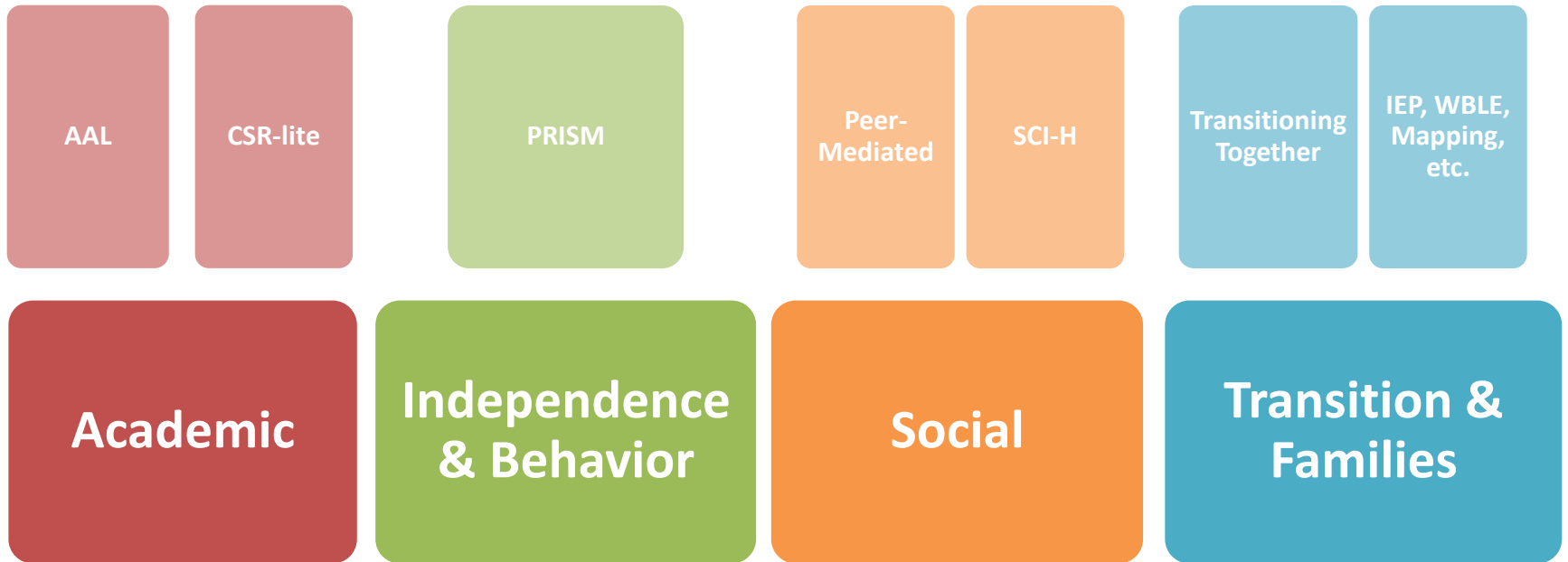
Small number of high school-aged in current research studies - 2013





CSESA RESEARCH

CSESA Components



CSESA Foundations

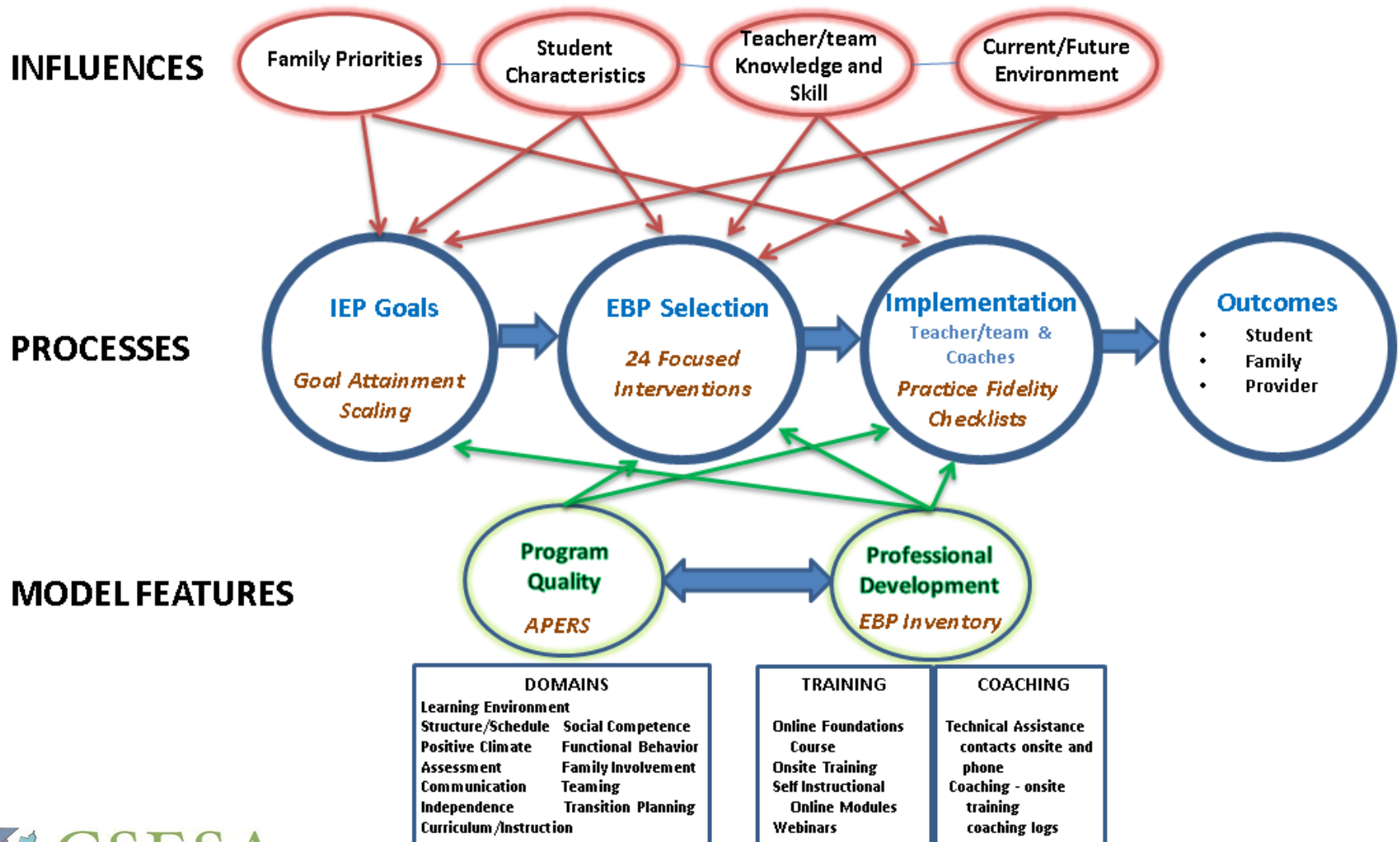


CSESA Foundations -What is it?

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
- Includes: online/onsite training, APERS, GAS, EBP training, coaching
- Adapted for CSESA

NPDC – ASD Model Framework





HIGH SCHOOL STUDENTS WITH ASD

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graph TD; A[HIGH SCHOOL STUDENTS WITH ASD] --> B[1. Collaborative Strategic Reading-Lite (CSR-Lite)]; A --> C[2. Alternative Achievement Literacy (AAL)]; B --> D[Below grade level readers (may take general or modified state assessments)]; B --> E[Goal is improvement of reading expository text at student's instructional level]; C --> F[Very low/non-readers (may take alternate assessment)]; C --> G[Goal is improvement of listening comprehension for passages of text];
```

1. Collaborative Strategic Reading-Lite (CSR-Lite)

-improves expository text reading through strategy instruction and peer collaboration

Below grade level readers (may take general or modified state assessments)

Goal is improvement of reading expository text at student's instructional level

2. Alternative Achievement Literacy (AAL)

-provides access to and comprehension of text through adaptations, modifications, and technology

Very low/non-readers (may take alternate assessment)

Goal is improvement of listening comprehension for passages of text

Collaborative Strategic Reading–Lite:

A multicomponent reading comprehension strategy with a cooperative learning component

- **Target Population:** High school students with ASD who a) are accessing primarily academic content across the school day; b) read on a least a second grade level; and c) have an IQ in the low average to above average range (80 and above)
- **Target Outcomes/Skills:** Improved reading comprehension of informational text
- **Adaptations:** Peer-pairing, visual cueing, prompting
- **Materials:** learning logs, checklists, text at instructional reading level
- **Implementation:** 30 minutes sessions/2 to 3 x per week plus a 30- minute tutorial for target students once a week

Alternative Achievement Literacy:

A multicomponent comprehension strategy using listening, technology, and entry level reading skills

- **Target Population:** High school students with ASD who: a) are nonreaders or entry level readers, b) who focus on alternate achievement of grade-level content, and c) who may have a concurrent intellectual disability
- **Target Outcomes/Skills:** Improved understanding of narrative or informational text
- **Adaptations:** Read-aloud using technology or person support, text summary at reduced reading level (optional), systematic instruction in locating answer in text, sight word learning
- **Materials:** Text summary (hardcopy) or website, response boards (pictures or words), data sheet
- **Implementation:** 30 minute sessions of training in answering questions related to text summary or website



AAL

CSR-lite

PRISM

Peer-Mediated

SCI-H

Transitioning Together

IEP, WBLE, Mapping, etc.

Academic

Independence & Behavior

Social

Transition & Families

CSESA Foundations

Online Course

APERS

GAS

Training

Coaching

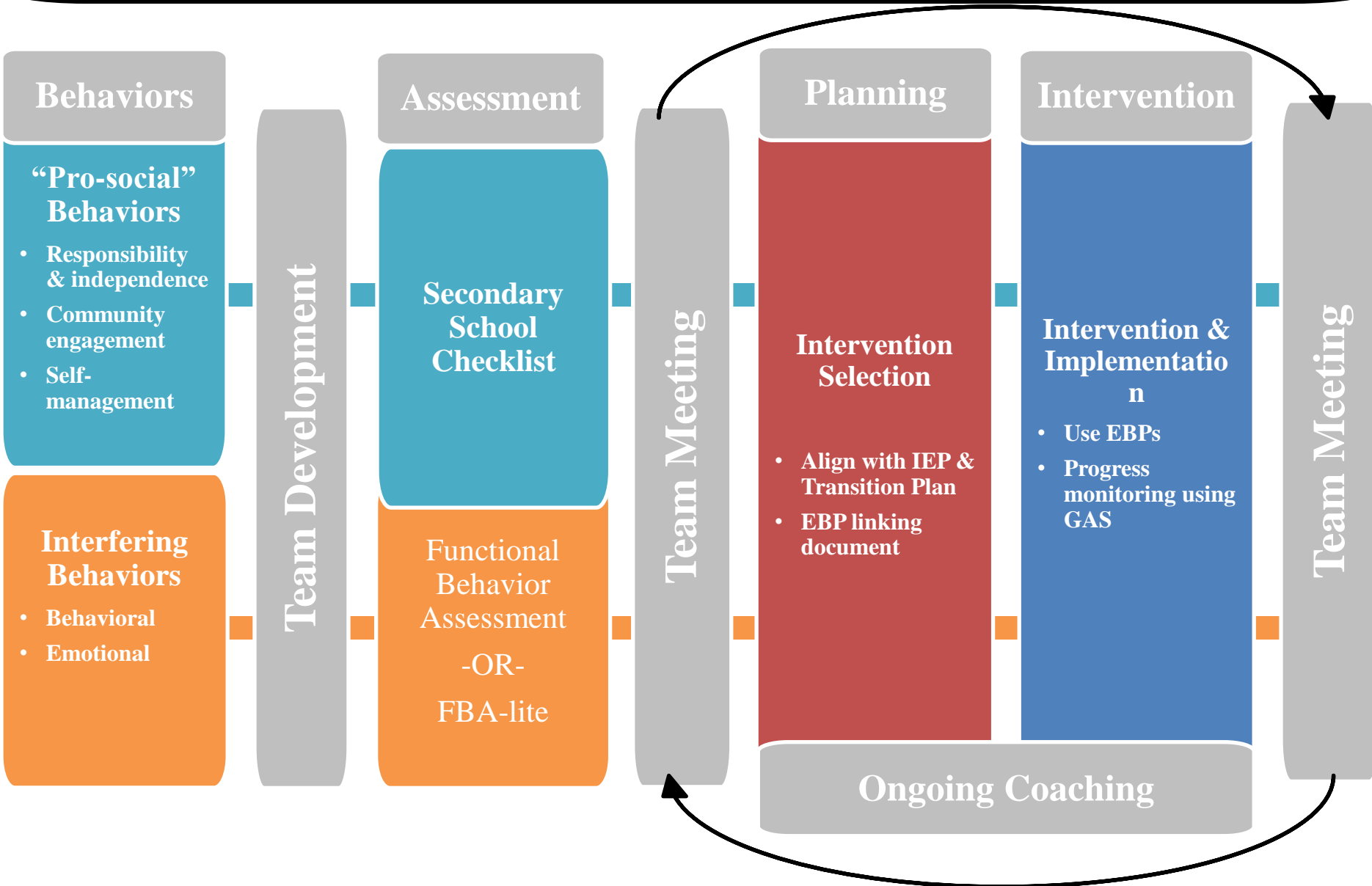
What is PRISM?

PRISM is a process that supports school staff in selecting goals and interventions to support optimal outcomes for our students. PRISM helps school teams ensure that goals are aligned with transition plans and link directly to postsecondary success

“These students finish college and then go and sit on the couch...”

- parent of an adolescent with ASD

PRISM: Promoting Responsibility, Independence, and Self-Management



What is PRISM?

- Target Population: All students with ASD who would benefit from support in increasing independence
- Target Outcomes/Skills: Improvement in PRISM behaviors as measured by VABS, SIS

The PRISM Process

Why a checklist?

- Help teams consider skills in areas they may not be actively teaching
- Think about student in a number of locations
- Gather multiple perspectives
- Prioritize goals

Domain: Personal Responsibility & Independence									
—SUBDOMAIN: ORGANIZATION—									
	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 <i>Note: Format & length may vary based on student needs (e.g. written, objects, pictures, ipad); student refers to it throughout day</i>	0	1	2	3	4	0	1	2	
O2. Uses tools to document assigned work and/or scheduling information <i>Note: Format may vary (e.g planner, calendar, technology, putting information in backpack)</i>	0	1	2	3	4	0	1	2	
O3. Uses organizational system to document work completion <i>Note: Format may vary (e.g. work system, planner, checklist, system to track grades, syllabus)</i>	0	1	2	3	4	0	1	2	
O4. Brings appropriate materials to assigned location <i>Note: Includes bringing home and turning in homework, bringing supplies to class</i>	0	1	2	3	4	0	1	2	
O5. Materials/work space are organized <i>Note: Includes neat paperwork, tidy work space</i>	0	1	2	3	4	0	1	2	
O6. Identifies steps required to complete assigned activities* <i>Note: Includes breaking down larger projects into smaller steps, sequencing steps, listing steps in organizational systems</i>	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 <i>Note: May include within classroom or across school/community</i>	0	1	2	3	4	0	1	2	

Secondary School Success Checklist

COOL Fall

Domain: Personal Responsibility & Independence

SUBDOMAIN: ORGANIZATION

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

**Key for Step 1: Skill Evaluation
(left column)**

0= This is NOT like my student.

- **My student is not/rarely able to demonstrate this skill with the supports I provide to the group**

1=This is sort of like my student.

- **My student is able to demonstrate this skill regularly with additional supports (e.g. individual attention, visual information, additional reminders, adjusted assignment) AND/OR**
- **My student is able to demonstrate this skill sporadically with the supports I provide to the group.**

2=This is very much like my student .

- **My student is able to demonstrate this skill regularly with the supports I provide to the group**

N/O= I have not observed this skill area for my student

N/A= This skill area is not applicable to my student

**Key for Step 2: Priority Ranking
(middle column)**

0= Not a concern

- **Though the skill is not demonstrated consistently and or independently, it is not a concern or priority in this environment**

1= Minor concern

- **Demonstrating this skill consistently and/or independently would be helpful in this environment**

2= Major concern

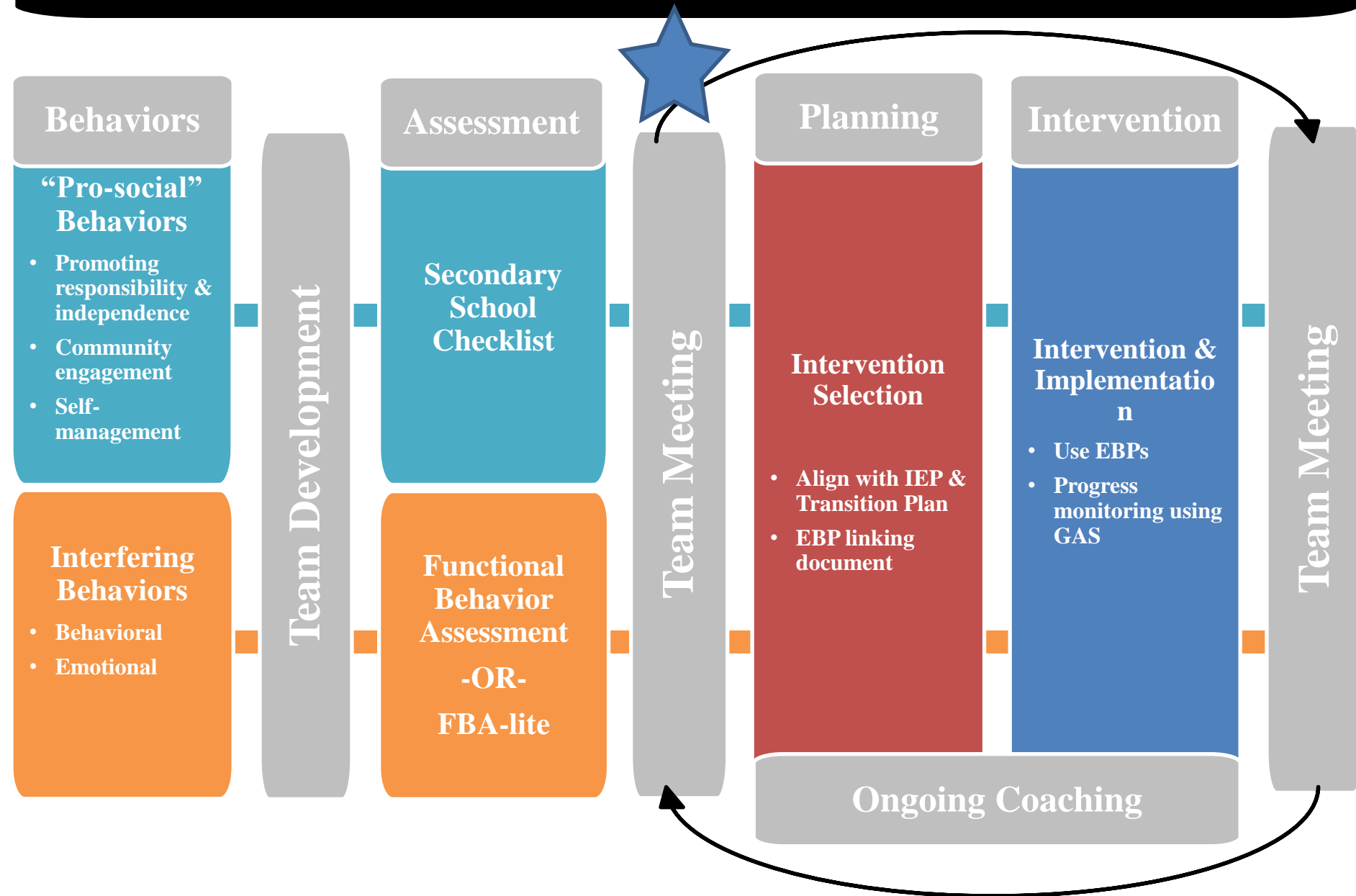
- **Demonstrating this skill consistently and/or more independently is a requirement in this environment.**

Secondary School Success Checklist

PRISM BEHAVIORS:

- **Personal Responsibility and Independence:** *Organization, Planning, Problem-solving, Personal presentation*
- **Community Engagement:** *Conversation, Other communication, Recognizing emotions, Cooperation, Understanding School/community culture,*
- **Self-Management:** *Self-regulation of emotion & behavior, Flexibility, Self-monitoring*

PRISM: Promoting Responsibility, Independence, and Self-Management



The PRISM Process

Phase	Steps
1. Plan Intervention	<u>Meet to</u> <ul style="list-style-type: none">a. Review Checklist findings, Priority skills, and 3 Goalsb. Scale priority goalsc. Consider Student's Strengths and Preferencesd. Review Previous Interventionse. Select Intervention
2. Implement Intervention	<u>Meet to</u> <ul style="list-style-type: none">a. Plan implementationb. Review team support needsc. Gather necessary resources



Interventions link to CESA Foundations (NPDC) Evidence Based Practices

Social Competency

Peer Social Networks

Social Competency
Intervention – High School



AAL

CSR-lite

PRISM

Peer-Mediated

SCI-H

Transitioning Together

IEP, WBLE, Mapping, etc.

Academic

Independence
& Behavior

Social

Transition &
Families

CSESA Foundations

Online Course

APERS

GAS

Training

Coaching

Peer and Social Component: Variation 1

Peer Networks (TN)

What: Groups of 3-6 students (including 1 student w/ASD) meeting weekly during lunch or advisory to engage in a shared activity and practice social skills with facilitation from a school staff

Who: 6 students with ASD, 15 peers, 4 facilitators

Goals: Social interactions, initiations, social skills, friendships, and social contacts

Materials/training: Facilitator manual, group orientation, ongoing coaching

Peer and Social Component: Variation 2

Peer Support Arrangements (CA)



What: One or more peers providing social and academic support to a student with ASD in an inclusive classroom with ongoing facilitation from a school staff

Who: 2 students with ASD, 4 peers, 5 facilitators

Goals: Social initiations, classroom etiquette and academic participation, generalizing socialization with other peers, expanding conversation topics

Materials/training: Facilitator manual, group orientation, peer support plan, ongoing coaching



Peer and Social Component: Variation 2

Peer Support Arrangements (CA)



Early Findings

- Immediate increase in social exchanges between peer supports and target students following initial orientation and ongoing trainings; however, interactions during core academic/lecture-based instruction was limited
- Peer supports reported social initiations made by target students beyond inclusive general education classrooms
- Target students with ASD invited to several peer support meetings and enthusiastic participation observed
- High school staff facilitators responded eagerly to strategies that were outlined in the curriculum, but general education was minimal

Social Competence Intervention-High School (SCI-H) (Stichter and group)

What: 27 sessions of group-based social skills instruction (SCI-H); weekly lunch meetings with 2-4 peers and 1-2 students with ASD

Who: 4 students with ASD (3 accessing standard curriculum), 7 peers, 1 facilitator, 1 SCI instructor

Goals: Facial expressions and body language, conversation skills, perspective taking, emotions, problem solving, and increasing social interactions and contacts

Materials/training: SCI manual and training, SCI coaching, facilitator manual, group orientation



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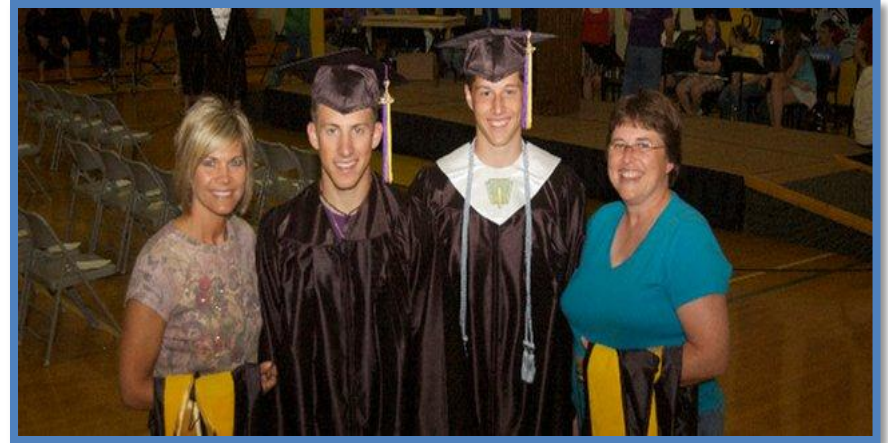
Training

Coaching

CSESA Transition and Families

Transition & Families

Parent support & education
Community/School mapping
Transition planning
Student involvement in IEP
Career development



CSESA Foundations

(building teams at the school, assessing program quality, training & coaching)

Description of Component

Target Population:

- All high school students with ASD

Target Outcomes/Skills:

- School staff can create Community and School Resource Maps
- School staff can write more I-13 compliant IEPs based on quality transition planning
- Students who actively participate in IEP meetings
- Students who are prepared for college and/or career via work-based learning experiences
- Families who have knowledge about CSESA and the transition process and feel engaged and empowered

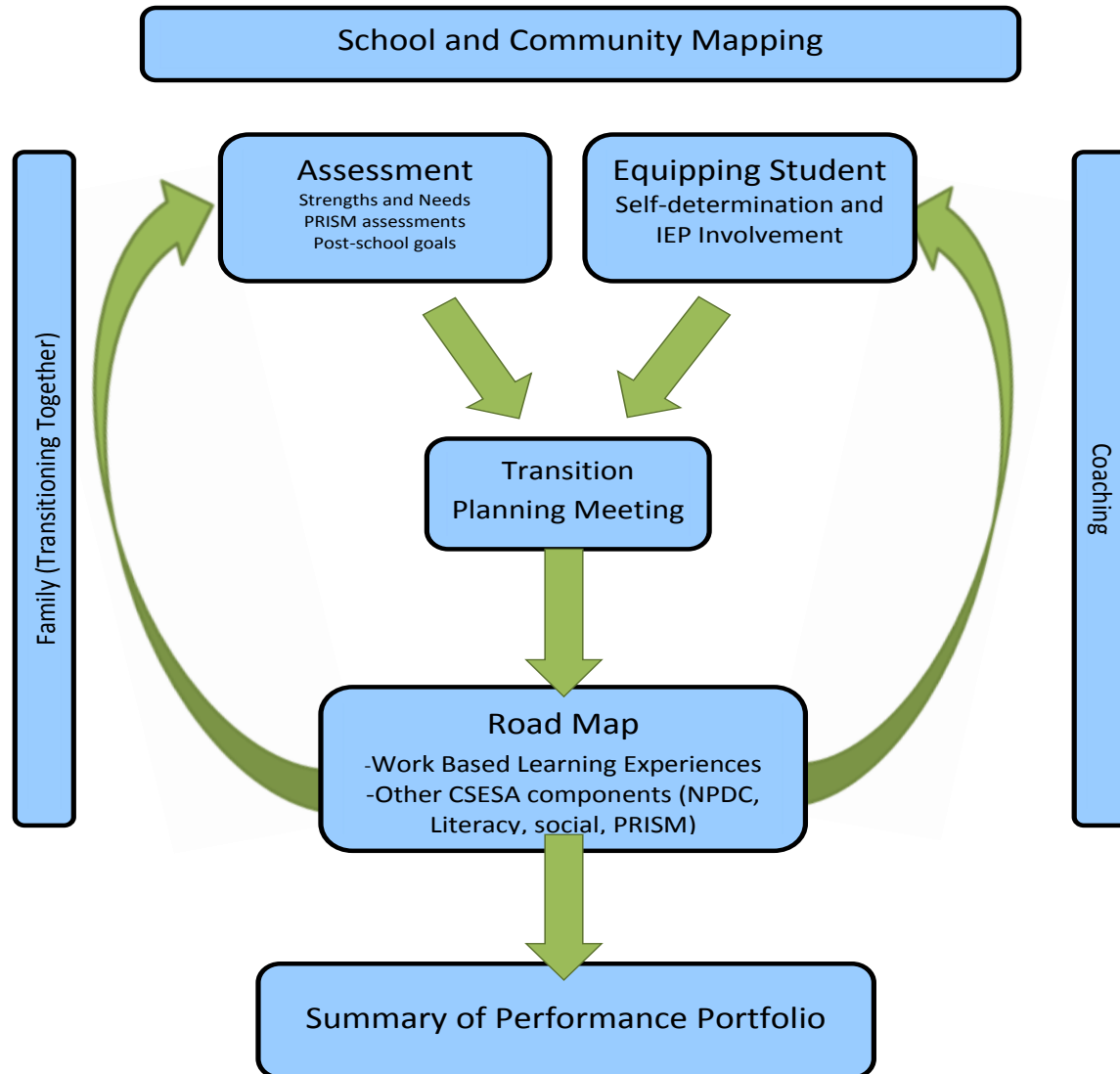
Materials & Training:

- Written and electronic procedures and forms

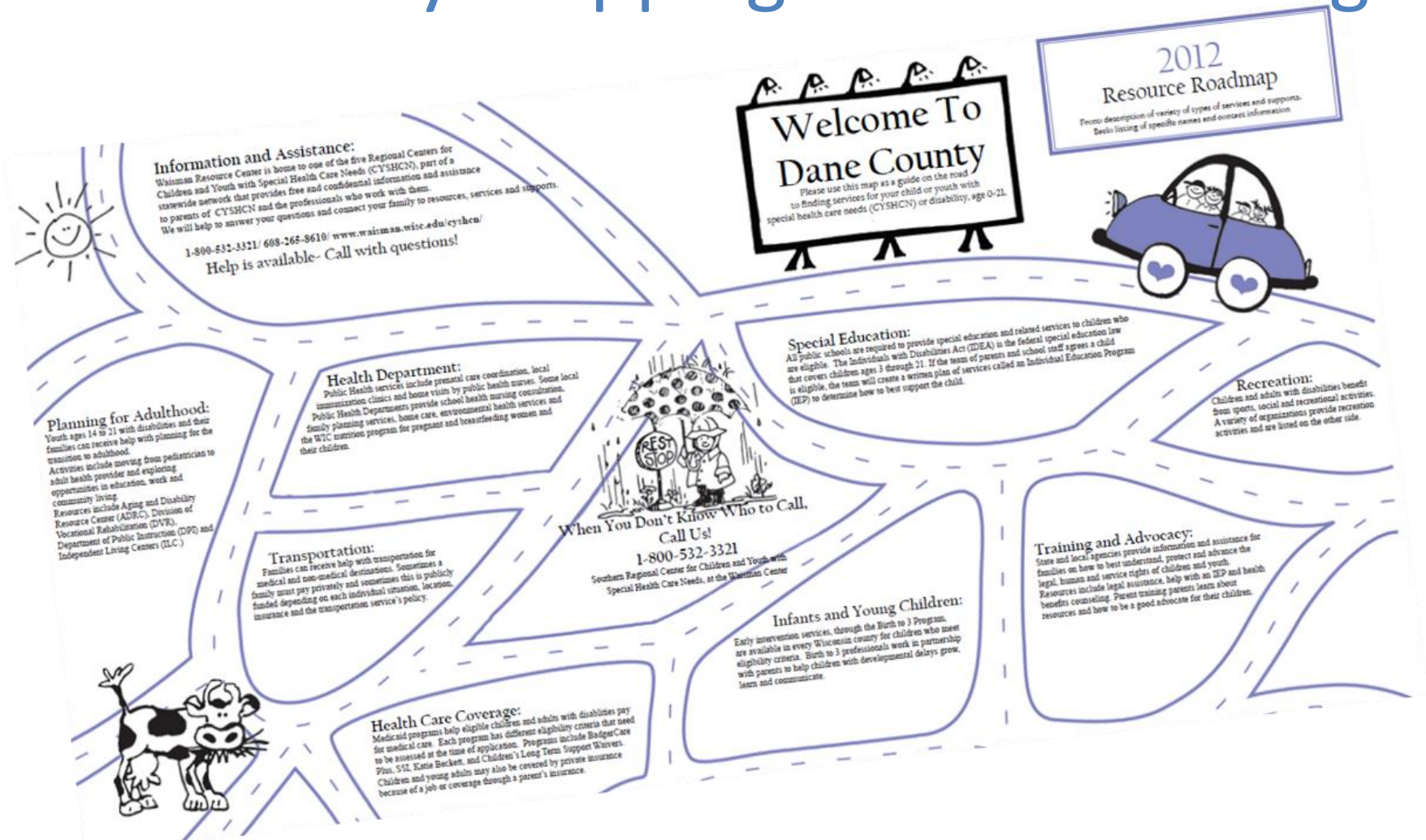
Implementation:

- By teachers, assistants, transition specialists, agency reps,...

Transition & Family Framework



Community Mapping: It Takes A Village



- Used for Transition Planning, Transitioning Together sessions, Work-based learning experiences, PRISM
- Information about Transportation, Special Education, Recreation, Planning for Adulthood, Training & Advocacy, Respite, Health Care Coverage, Health Department, Assistance, etc.

School Mapping

Benefits of School Mapping

- Effectively categorizes and utilizes school resources
- Used for
 - Transition Planning
 - Transitioning Together Sessions
 - Social Component
 - PRISM
 - Work-based Learning Experiences





Transition Planning

- Conducting transition assessment to develop post-school goals
 - ☐ Post-School Goal Questions
 - ☐ Transition Service Questions
 - ☐ Courses of Study
 - ☐ Annual IEP Questions
 - ☐ Interagency Involvement Questions
- Planning/ writing IEPs that meet I-13 (legal) requirements

Student Directed Meeting Resources

- Self Directed IEP
- Self-Advocacy Strategy
- Whose Future is it Anyways?



Work Based Learning Experiences

Career-Focus

Career Exploration

Job-shadowing

Work Sampling

Service Learning

Internships

Paid Employment

Apprenticeship

Mentoring

College-Focus

Career Exploration

Job-shadowing

Work Sampling

Service Learning

Internships

Paid Employment

Apprenticeship

Mentoring

Students will participate in at least two per year

Family Support- Transitioning Together

Program Components

- 2 individual family “joining sessions”
- 8 multi-family weekly group sessions
- 8 sessions for teens (activities/curricula are flexible)

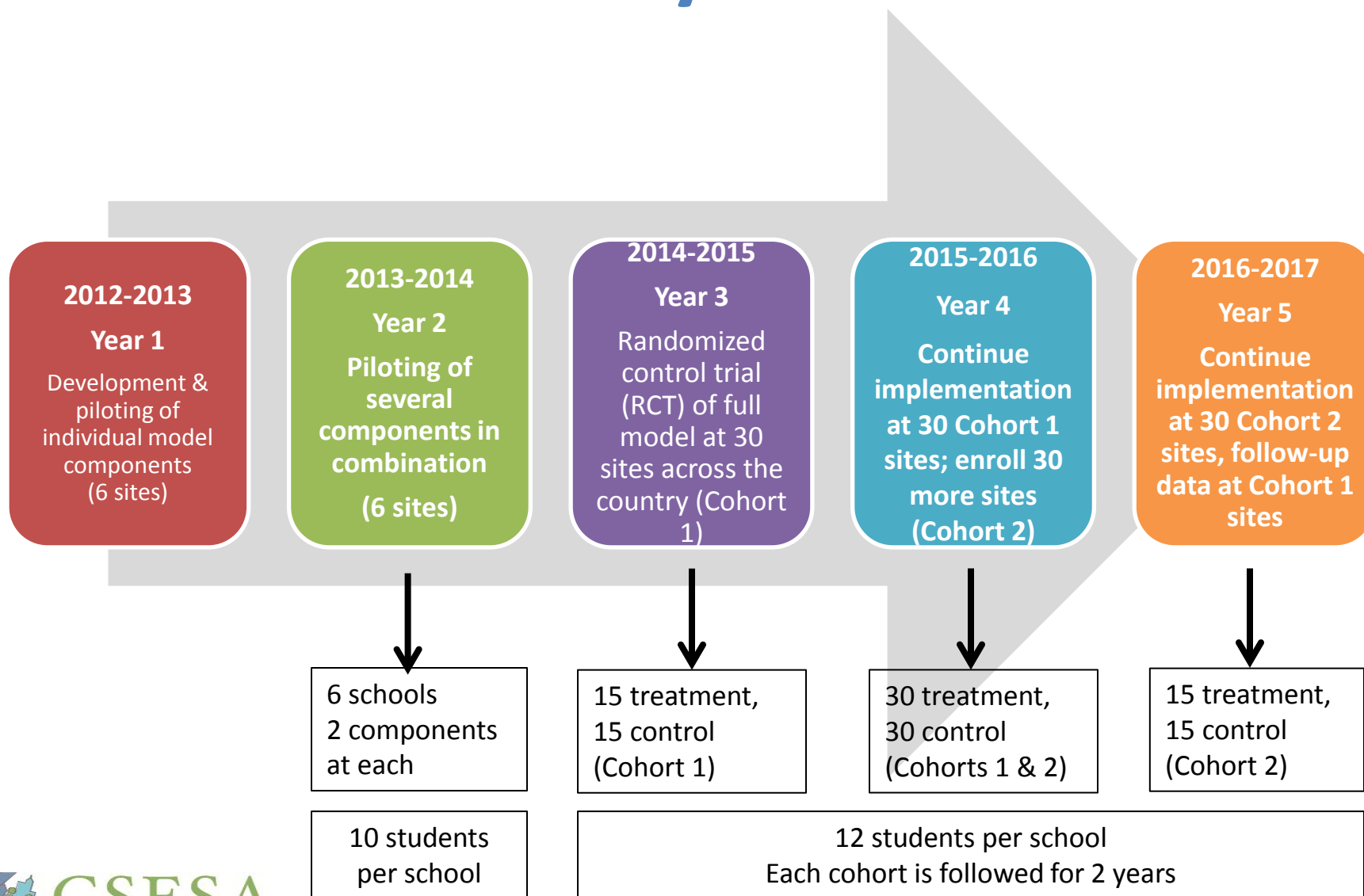
Program Goals

- Provide education and support for parents
- Emphasize positivity and problem solving
- Share relevant resources and referrals based on results of school and community mapping

Transitioning Together Topics

- Autism in adulthood
- Transition planning
- Family Topics
- Problem-solving
- Risks to adult independence
- Community involvement
- Legal issues
- Risks to parental health and well-being

CSESA Study & Timeline



Year 1: Design Experiment Pilots

■ Key Questions and Considerations

Date: _____ Participants: _____ Component: _____

Design Experimentation Log – Weekly Team Meetings

	Considerations/Guiding Questions		Considerations/Guiding Questions
Content	<ul style="list-style-type: none"> Is content of component appropriate for H.S.? & students with ASD? Describe level of difficulty Does the content address a need? Acceptability of content by students? Educators? 	CSESA Foundations Processes	<ul style="list-style-type: none"> Will GAS be helpful? What parts of program quality (from the APERS) will be important for this component? Anticipated use of fidelity checklists
Structure	<ul style="list-style-type: none"> Consider the group size, space and room set-up, timing, etc. Consider scheduling or structure variables within school/district that impact component (e.g. block schedule) 	Evidence-Based Practices	<ul style="list-style-type: none"> Which foundational EBPs will be important? Which EBPs are already being used in the school? How comfortable are the educators with the EBPs?
Strategies	<ul style="list-style-type: none"> Were the strategies effective? Well-received by the students? Feasibility and acceptability of strategies in a high school setting? 	CSESA components (Academic, PRISM, Social, Transitions & Families)	<ul style="list-style-type: none"> How is the school already addressing this component? Or other CSESA components? How might this component overlap with other components?
Implementation	<ul style="list-style-type: none"> What parts of implementation are critical? Ease/difficulty of implementation? Ideas to simplify implementation, considering who has skills to implement, availability to implement (e.g. when it is widely used?) 	Technology	<ul style="list-style-type: none"> How are you using technology? What types of technology seem to be broadly available? How is the school already using technology? Technology barriers within the schools
Other (e.g. changes made, things to remember)		Data/Measures	<ul style="list-style-type: none"> What behaviors/constructs are impacted by this intervention? What changes are you seeing? What measures seem helpful in capturing changes? How willing are educators to participate in data collection?
Professional Development	<ul style="list-style-type: none"> What types of training, coaching, and support will be necessary to train other sites, A-teams? What would be the format for the PD? Supports needed to reach fidelity? 	Student Factors	<ul style="list-style-type: none"> What population are you targeting? How could this be expanded across the population of students with ASD? How are the students responding to the intervention – affect, interest, etc.

*While these meetings focus on your **component**, feel free to include general observations about the **context** (i.e., high school program, school district, etc.) that will be pertinent to **future phases** of the study

CSESA

Year One Focus Groups



Purpose of Focus Groups

- Multiple Stakeholder Perspectives on:
 - Experiences of students with ASD in high school
 - Experiences educating and supporting students with ASD
 - Feedback on CSESA Components



Demographics

Focus Groups = 28
Participants = 153
Conducted across 5 sites in NC, TN, WI, TX

Year One Focus Group	
<i>Stakeholder</i>	<i>Number of Groups</i>
Administrator	5
Educator	10
Parent	9
Community Member/ Service Provider	3
Youth with ASD	1

	Families & Individuals		School Personnel		Other
	Parent/ Caregiver (n = 47)	Adolescent/ Young Adult (n = 6)	Educator (n = 46)	Administrator (n = 30)	Service Provider, Community Member (n = 24)
Race & Ethnicity					
White	38	4	34	27	20
Black	7	0	7	1	1
Multi-Race	1	1	2	0	1
Hispanic	2	0	5	2	2
Gender					
Male	2	5	7	2	2
Female	45	1	38	36	22
Age in years					
≤ 18	0	3	0	0	0
19-25	-	1	5	0	2
26-40	4	2	22	10	13
41-55	35	0	14	12	6
56 ≥	8	0	4	8	3
Stakeholders who have children with ASD (n = 58)			Child Age Range: 10 to 29 years		Mean 17.61

Format

- 6-8 participants per group
- Group based on predominant role (e.g., individual with ASD, parent, educator, admin)
- Presentation
 - CSESA model
 - Component
 - Questions / Discussions
- Trained facilitator, note taker, support staff
- Audio-taped (some video-taped)

Focus Group Questions

- What is missing?
- Students all along the autism spectrum?
- Already being implemented with students in your schools?
- What's working? What is not?
- Why not implemented? What stands in the way?
- Implementation challenges to prepare for?
- How align implementation with other interventions?
- Resources, supports, and information needed?



Implications

Direct Impact on CSESA Component
Development

Wider Impact

Impact on Component Development

PRISM

Use of technology to support process; availability of team members; value of tools

Social

Inclusion of students in initial meeting; inclusion of students across spectrum; shared interests and activities

Transition & Families

Focus on community development & career; need to educate community members

Academic

Pre-training for students and peers; standardized lesson plans; self-monitoring checklist; student relevant book selection

Wider Impact

- Embed interventions within current school commitments and processes to extent possible
- For buy in - draw the link between outcomes of students with ASD and wider student population
- Attend to students along the autism spectrum
- Use of technology during process is welcome

Study Design

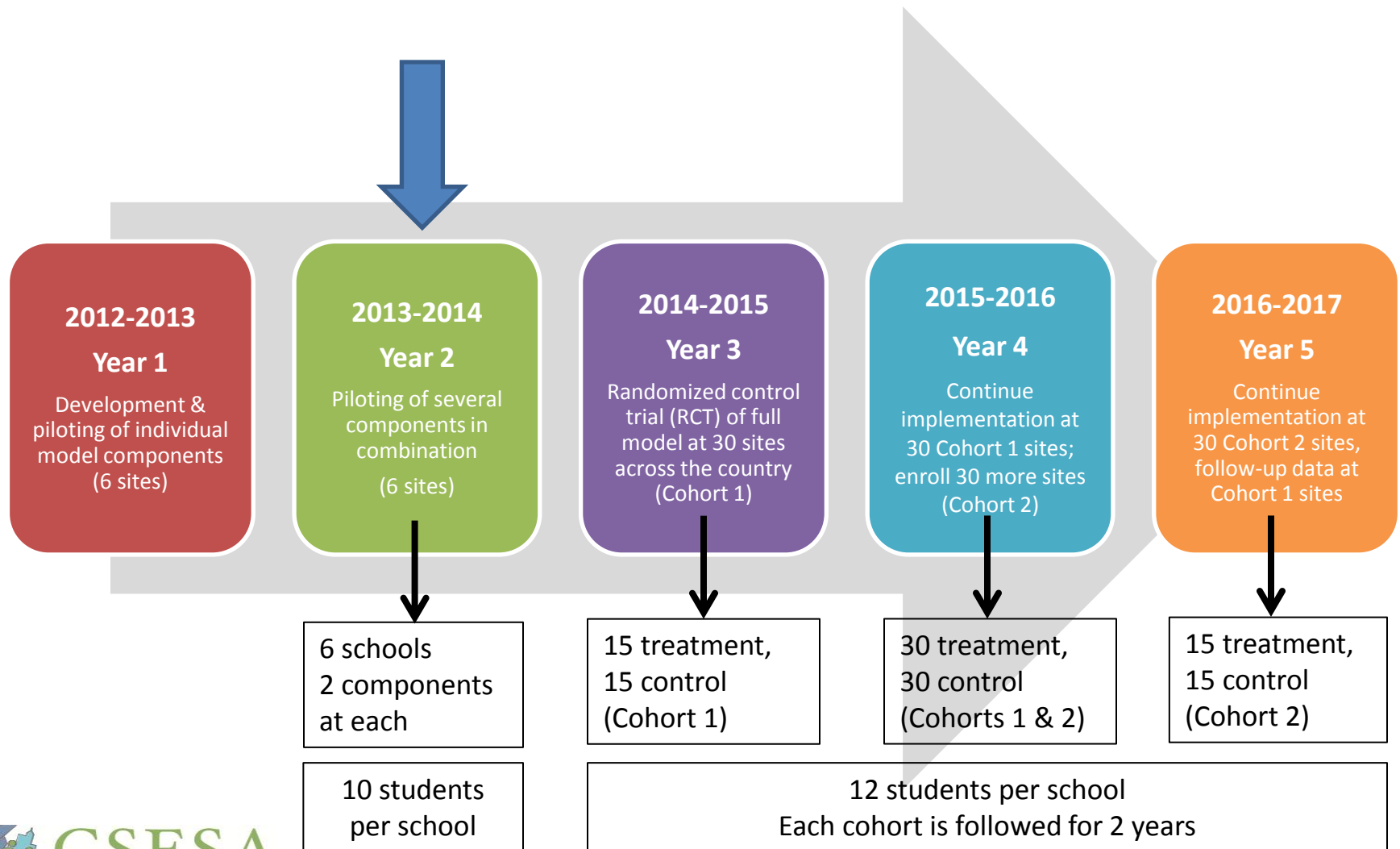
Year 2

- Purpose: examine feasibility of CSESA intervention and make additional revisions
- Method: Contrasting Features Design
- Intervention: CSESA Foundations + 2 components
- Participants:
 - 6 schools
 - 10 students per school
 - 8-16 school staff per school

Years 3-5

- Purpose: examine the efficacy of the CSESA intervention in high school settings
- Method: Randomized control trial
- Intervention: CSESA Foundations + 4 components
- Participants:
 - 60 schools (30 tx/30 control)
 - 12 students per school
 - 8-16 school staff per school

CSESA Study & Timeline



Your thoughts and experiences??

When thinking about the intervention components of the CSESA model,

1. which have you found to be especially challenging for adolescents with autism across the spectrum?
2. are there others?



CSESA LEADERSHIP

Accomplishments & Activities

- Logo design (individual with ASD and designer)
- Launch of website & Facebook
 - <http://csesa.fpg.unc.edu/>
- Conference Presentations
 - CEC (April 2013)
 - CBI (May 2013)
 - AAIDD (June 2013)
 - ASA (July 2013)
 - GIC (August 2013)



Coming Soon

- Remedial and Special Education (RASE) Special Issue – *Autism, Adolescence & High School*
 - Review Summer 2013
 - Publish Spring 2014
- Upcoming Conferences
 - OCAI (November 2013)
 - And others awaiting acceptance...



Partnerships



- Organization for Autism Research
 - Understanding Autism: A Guide for Secondary Education Teachers (supplement to video)
 - Autism At-A-Glance series (1st topics: mental health & communication)
- Autism Society of America 
 - Pre-conference events
- Ohio Center for Autism and Low-Incidence
 - Modules
 - Recruitment at national conference
- National Professional Development Center for ASD 
 - Online course
 - Previously formed state partnerships



CSESA SUPPLEMENTAL STUDIES

Technology

- Survey Study
 - Survey individuals with ASD, families, and educational professionals
 - Focus on their use of technology related to individuals with ASD
- Technology Clearinghouse
 - To collect, coordinate, and convey a broad range of research and resources in support of the use of technology with high school students with ASD

Cost Study

- Purpose: Examine cost-effectiveness of CSESA intervention
- Method:
 - Calculate costs of CSESA comprehensive treatment model and standard secondary education for students with ASD
 - Estimate economic potential for students with ASD based on transition into work or post-secondary education
- Study Plans:
 - Conducted during Years 4 and 5 (2nd and 3rd year of RCT study)

<http://csesa.fpg.unc.edu/>



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The Center on Secondary Education for Students with Autism Spectrum Disorders

[ABOUT THE CENTER](#)

[OUR TEAM](#)

[RESOURCES](#)



We Are Looking For Your Success Stories!

Do you know a high school student with ASD that has amazed you with his/her accomplishments? A teacher that has taken his/her students beyond expectations? An administrator that has supports in place to ensure success for students with ASD?

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The Center on Secondary Education for Students with Autism Spectrum Disorders (CSESA) is a research and development project funded by the U.S. Department of Education that focuses on developing, adapting, and studying a comprehensive school-based and community-based education program for high school students on the autism spectrum.

CSESA is a five year project that brings together experts in autism, secondary education, adolescence, and implementation to work in collaboration with high schools, families, adolescents with ASD, and community members.

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