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
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
Why is CSESA important?

...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, 21% never engage in outside activities, and many experience a decrease in insurance coverage and therapy services.

– Paul Shattuck

[After high school]...and from then on, their world seems to get smaller and smaller. The child is almost always at home.

-Teacher

I can tell you that if I had had a plan like this in place...my life would be very different. I would not have wasted 10 years of my life doing jobs that I was frankly unsuited for and did not fit in.

-Adult with ASD

It’s hard to get that consistency, making sure everybody’s following. That’s a lot of people to get on the same page. Everybody’s willing to try stuff, but we’re not all using the same language, and that’s confusing for somebody to work with that many people.

-Administrator
Students with ASD

“Our kids are alone . . . They don’t go to dances, they don’t go bowling, and it is not because they do not want to.”
-Parent from CSES A focus group

• Complex Environment
• Transitions
• Social interactions

Poor post-secondary outcomes overall
CSESA Sites

VANDERBILT KENNEDY CENTER for Research on Human Development

SAN DIEGO STATE UNIVERSITY

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

UC DAVIS MIND INSTITUTE

THE UNIVERSITY OF TEXAS AT AUSTIN

WAISMAN CENTER UNIVERSITY OF WISCONSIN-MADISON
CSESA Content

CSESA Foundations

- **Purpose:** professional development for school staff who are serving students with ASD
- **Format:** Assessment, training, and coaching

Independence & Behavior (PRISM)

- **Purpose:** to promote responsibility, independence, and self-management for students with ASD
- **Format:** Process for identifying and addressing key goals in existing instruction

Social Competence and Peer Connections (PASC)

- **Purpose:** to improve social competence skills and increase social opportunities for students with ASD
- **Format:** Combination of peer-mediated interventions and direct instruction
CSESA Content (cont.)

Academics: Literacy (Alternate Achievement and CSR)

- **Purpose:** to teach students to comprehend passages of connected text (AAL), used to support learning of content (CSR)
- **Format:** use of systematic instruction to teach question answering and related comprehension skills (AAL), use of evidence-based approach with cooperative learning component (CSR)

Transition and Families

- **Purpose:** to improve transition planning process and family knowledge of transition process
- **Format:** explicit instruction, community based instruction, coaching, and family training groups
CSESA Model Framework

Assessment
- School/Community Resource Mapping/APERS
- Student SSS Checklist Strengths & Needs

Planning
- School/Community A-Team
- Student IEP and GAS goals

Implementation
- School/Community/Student AAL, CSR, PASC, SCI-H, PRISM, WBLEs, EBPs

Evaluation
- School/Community Re-Mapping/APERS
- Student Student Portfolio

Professional Development
- Online Course, Initial Training, Transition Training, and Ongoing Coaching

School/Community
- Resource Mapping/APERS
- A-Team
- IEP and GAS goals

Evaluation
- School/Community Re-Mapping/APERS
- Student Student Portfolio

Equipping & Empowering
- Student IEP Involvement
- Family Transitioning Together

Student
- IEP Involvement
- Family Transitioning Together

Family
- Transitioning Together
The Big Picture

2012-2013
Year 1
Development & piloting of individual model components (6 sites)

2013-2014
Year 2
Piloting of several components in combination (6 sites)

2014-2015
Year 3
Randomized control trial (RCT) of full model at 30 sites across the country (Cohort 1)

2015-2016
Year 4
Continue implementation at 30 Cohort 1 sites; enroll 30 more sites (Cohort 2)

2016-2017
Year 5
Continue implementation at 30 Cohort 2 sites, follow-up data at Cohort 1 sites

6 schools
2 components at each

10 students per school
Year 1: CSESA Study

• Focus Groups
  – With school personnel, community stakeholders, youth and young adults with ASD, and family members
  – Revised and refined components from feedback

• Pilot Studies
  – Each site tried at least one component in a high school
  – Collected data from school staff, families, and students
  – Further revised and refined components
Year 2: CSESA Study

• At each university site:
  – One high school
  – 7-10 students with ASD
  – CSESA Foundations + 2 components
Year 3-5: CSESA Study

• At UW, UNC, and UC San Diego sites:
  – Randomized control trial (RCT) of full model at 10 sites each (30 total)
  – 8-12 students with ASD
  – CSESA Foundations + all components

2014-2015
Year 3
Randomized control trial (RCT) of full model at 30 sites across the country (Cohort 1)

2015-2016
Year 4
Continue implementation at 30 Cohort 1 sites; enroll 30 more sites (Cohort 2)

2016-2017
Year 5
Continue implementation at 30 Cohort 2 sites, follow-up data at Cohort 1 sites
The CSESA Curriculum: Family Component
Family Support – Transitioning Together

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
Family Support - Transitioning Together

Program Components

• 2 individual family “joining sessions”

• 8 multi-family weekly group sessions

• 8 sessions for teens
Joining Session

Family Goals might be:

- Finding respite opportunities so mom and dad can go on dates.
- A peer buddy for their daughter to have social opportunities.
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
The problem solving process

STEP 1: DEFINE PROBLEM
STEP 2: LIST ALL POSSIBLE SOLUTIONS
STEP 3: DISCUSS ADVANTAGES AND DISADVANTAGES
STEP 4: CHOOSE THE BEST SOLUTION
Transitioning Together: Topics for Teen Group Sessions

- Sharing interests
- Goal setting
- Problem-solving
- Social planning
Early Findings

Positives

• Parents, teachers, and teens reported satisfaction with the program and were highly engaged

Information for CSESA

• Having a very heterogeneous group of families resulted in less discussion of autism-specific concerns
Program Evaluation Questions

Information Interactions

How Valuable

Teen
Parent
School Staff

Not At All
Valuable
Very Valuable

How Valuable

Not At All Valuable
Very Valuable

Information
Interactions

Teen
Parent
School Staff
School Staff Implementation Reflection

Bar chart showing agreement levels for various aspects:
- Time Reasonable: Strongly Agree
- Meets Needs: Strongly Agree
- Need-Specific: Strongly Agree
- Improved Staff Collab.: Strongly Agree
- Req. Staff Support: Strongly Agree
- Req. Consult Support: Strongly Agree
- Enthusiasm: Strongly Agree
The CSESA Curriculum: Transition Component
Transition Planning

- Conducting *transition assessment* to identify and develop:
  - postsecondary goals
  - transition services
  - appropriate course of study
  - instruction
  - agencies to engage in planning

- Writing **IEP** that meet I-13 (legal) requirements
• IEP that meets Indicator 13 includes:
  
  – appropriate measurable postsecondary goals
  
  – annually updated
  
  – age appropriate transition assessment
  
  – transition services
  
  – courses of study (that will reasonably enable the student to meet those postsecondary goals)
  
  – annual IEP goals (related to the student’s transition services needs).
  
  – student was invited
  
  – a representative of any participating agency was invited

20 U.S.C. 1416(a)(3)(B)
TRANSITION SERVICES FLOW CHART

Age-Appropriate Transition Assessments
- Needs
- Strengths
- Preferences
- Interests

Write Measurable Postsecondary Goals
- Education/Training
- Employment
- Independent Living, as appropriate

Identify Transition Services
- Instruction
- Related Services
- Community Experiences
- Development of Adult Living Objectives

Write the Course of Study

Coordinate Services with Adult Agencies

Write the Annual IEP Goals

Seattle University - Center for Change in Transition Services, 2010
Indicator 13 Quality Rubric

• 0 - 3 point rating for each item
• Adapted from Rhode Island’s quality I-13 review rubric
Student Involvement in the IEP

- Choice of 3 evidence-based curricula to teach
- Engages student in identifying strengths, needs, and goals
- Teaches about IEP process
- Prepares student to participate in the meeting at various levels
Resources

• *Self Directed IEP*
• *Self-Advocacy Strategy*
• *Whose Future is it Anyway?*
<table>
<thead>
<tr>
<th>Work Based Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Exploration</strong></td>
</tr>
<tr>
<td><strong>Job Shadowing</strong></td>
</tr>
<tr>
<td><strong>Job Sampling/Work Sampling</strong></td>
</tr>
<tr>
<td><strong>Service Learning</strong></td>
</tr>
<tr>
<td><strong>Internships</strong></td>
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<tr>
<td><strong>Apprenticeships</strong></td>
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<tr>
<td><strong>Paid Employment</strong></td>
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<tr>
<td><strong>Mentoring</strong></td>
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</tbody>
</table>
## Sample: Work Sampling Activities

<table>
<thead>
<tr>
<th>Career Ready</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Activities</strong></td>
</tr>
<tr>
<td>• Rotation through various community workstations</td>
</tr>
<tr>
<td>• Sampling various job tasks</td>
</tr>
<tr>
<td>• Career Assessments</td>
</tr>
<tr>
<td>• Unpaid Workplace Experience</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>• <a href="http://kresa.org/efe">Education for Employment in Kalamazoo County, Michigan provides Work Sampling experiences in real workplaces.</a> For more information see: <a href="http://kresa.org/efe">http://kresa.org/efe</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Ready</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Activities</strong></td>
</tr>
<tr>
<td>• Review an introductory, general syllabus from a college/university level course. Choose one sample paper or project from the course. Map out a method of you completing one of the assignments. Create a time that includes all the steps you would take in order to make sure you completed the assignment.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>• <a href="http://www.facstaff.bucknell.edu/rickard/101Syll.html">http://www.facstaff.bucknell.edu/rickard/101Syll.html</a> is a link to Professor John Rickard's English 101: Introduction to Fiction syllabus. Many of the fictional samples are synchronous to canonized texts found in most English 101 courses.</td>
</tr>
<tr>
<td>• <a href="http://www.virginia.edu/vpsa/stdnt-disabilities-accom-hndbk07-08.pdf">http://www.virginia.edu/vpsa/stdnt-disabilities-accom-hndbk07-08.pdf</a> provides you with the guidance that the University of Virginia disseminates to their Faculty and Staff to help with accommodations for students with disabilities</td>
</tr>
</tbody>
</table>
The CSESA Curriculum:
PRISM Component
What is PRISM?

• *Promoting Responsibility, Independence, and Self-Management*
  – most desired behavioral outcomes

• PRISM is a **process** that guides school staff to select interventions that support independence.
Our Hopes & Hypotheses

• We can build skills in areas that may be interfering with optimal postsecondary outcomes

• School focus on the PRISM skills will support student growth
Independence is the key:

– The last OSEP report to Congress (2010) indicated that 96% of the adolescents with ASD in the NLTS2 study scored more than two standard deviations below the mean on the *Scales of Independent Behavior*. *This was the highest percentage of any disability classification.*

– Absence of *independent behavior* can interfere with high school success as much as *maladaptive behaviors*. 
Teams use PRISM to improve

- Organization
- Judgment
- Sequencing
- Initiating
- Independence
- Social Demands
- Managing Emotions
The PRISM Process

1. Professional Development
2. Student Assessment
3. Planning
4. Implement Interventions
5. Evaluation & Progress Monitoring
The PRISM Process

Team members complete Secondary School Success Checklist
Includes key behaviors linked to postsecondary school success
Guides team in selecting three goals & identifying 1 priority goal
Secondary School Success Checklist

• Why a checklist?
  – Help teams consider skills in areas they may not be actively teaching
  – Think about your student in a number of locations
  – Gather multiple perspectives
  – Prioritize goals
  – Guide intervention planning
  – Use it to track progress
The PRISM Process

Using SSSC data, intervention is planned across 2 meetings
Phase 1: Collect Information
The PRISM Process: Phase 2

• Determine resources & professional development needed
  
  • http://www.autisminternetmodules.org/
  • http://autismmpdc.fpg.unc.edu/content/briefs

• Training and coaching from CSESA team
  – 10 minute check-in each week with team lead
### The PRISM Process: Phase 3

<table>
<thead>
<tr>
<th>Phase</th>
<th>Steps</th>
<th>Who is involved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collect Information</strong></td>
<td>a. Decide on Team Membership, b. Secondary School Success Checklist, c. Meet to review Checklist findings, d. Determine 3 goals (1 priority), e. Plan for data collection for each goal</td>
<td>Team Members, Core Team</td>
</tr>
<tr>
<td><strong>Plan Intervention</strong></td>
<td>Meet to a. Scale 1 priority goal and identify 2 supplemental goals, b. Consider Student’s Strengths and Preferences, c. Review Previous Interventions, d. Select Intervention, e. Plan Implementation</td>
<td>Core Team</td>
</tr>
<tr>
<td><strong>Implement Intervention</strong></td>
<td>a. Collect data on student progress; team implementation, b. Adjust plan as necessary</td>
<td>Core Team Review with Team members as applicable</td>
</tr>
</tbody>
</table>
The PRISM Process: Phase 3

- Team member(s) work with student on priority goal 30 minutes per week
  - In classrooms
  - During advisory period
  - During lunch/break
  - At job site

- Teach in isolation first (if appropriate), then generalize to larger setting

- Emphasize use of technology (if appropriate)
  - budget for technology (iTouch)
What can implementation look like?

• The team decided to create small cards with the same picture to represent “help” that is used in Levi’s current schedule with the words “I need help”.

I need help.
What can implementation look like?

Leo walks over to teacher with visual cue & says “I need help please”
The PRISM Process

1. Professional Development
2. Student Assessment
3. Planning
4. Implement Interventions
5. Evaluation & Progress Monitoring

Take data on fidelity of intervention and student performance
The PRISM Process: Evaluation & Progress Monitoring

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

Helps teams monitor implementation fidelity and adjust the plan

### Module: Picture Exchange Communication System (PECS)

<table>
<thead>
<tr>
<th>Observation</th>
<th>Date</th>
<th>Observer’s Initials</th>
<th>Score**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 4. Building Sentence Structure (cont.)</td>
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</table>

3. The helper guides the learner to take the sentence strip and hand it to the communication partner.

4. The communication partner reads the sentence strip, points to the symbols on the strip, and gives the requested item to learner.

5. Replace the sentence strip in the communication book.

6. On repeated trials, the helper fades physical guidance until the learner is able to place the symbol next to the "I want" symbol.

7. After the exchange is established, the helper guides the learner to place the "I want" symbol on the sentence strip prior to placing the picture of the item requested.

8. On repeated trials, the helper fades physical guidance for placement of the "I want" symbol.

9. As the learner is able to point to the symbols as the communication partner reads the words, the communication partner pauses (e.g., 3-5 seconds) after saying, "I want" and before identifying the pictured item, thus leaving time for the learner to name/verbalize the item for him or herself.

10. If learner verbalizes at all during the pause after the communication partner says, "I want," the communication partner provides the requested item immediately AND provides a lot of verbal praise for vocalization.
### The PRISM Process: Evaluation & Progress Monitoring

<table>
<thead>
<tr>
<th>Date</th>
<th>Take “I need help card”</th>
<th>Move to communication partner</th>
<th>Give the card and/or say “I need help”</th>
<th>Wait for response before moving away</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/15</td>
<td>PP VP</td>
<td>PP</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>3/15</td>
<td>PP</td>
<td>PP</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>3/15</td>
<td>PP</td>
<td>0</td>
<td>I</td>
<td>I</td>
<td>L found wipes/need to hide better</td>
</tr>
<tr>
<td>3/16</td>
<td>PP</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>☹</td>
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<tr>
<td>3/16</td>
<td>PP</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td></td>
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<tr>
<td>3/16</td>
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<td>3/17</td>
<td>PP</td>
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<td>I</td>
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</tr>
<tr>
<td>3/17</td>
<td>PP</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>Implemented Time Delay / changed visual</td>
</tr>
<tr>
<td>3/17</td>
<td>PP</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>3/17</td>
<td>PP</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>3/18</td>
<td>PP</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>3/18</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>HOORAY! 😊</td>
</tr>
<tr>
<td>3/18</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td></td>
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<tr>
<td>3/19</td>
<td>I</td>
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</tbody>
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I – independent  PP – physical prompt  VP – verbal prompt  0 – error/issue
Participation in CSESA

Interested in Partnering with CSESA? We’d Love to Hear From You
School-Research Partnerships

• Purpose of Partnerships
  – Develop interventions that work in the “real-world”

• Key Features of Partnerships
  – Mutual respect
  – Shared knowledge
  – Common goals
CSESA in the Schools: Our Hopes

**School**
- Support an educational environment that works for all students
- Facilitate a positive and safe learning environment

**School Staff**
- Access to high quality professional development
- Partnership with CSESA team

**Students with ASD**
- Access to evidence-based practices and interventions
- Potential for improved immediate and post-secondary outcomes

**Other Students**
- Opportunities to participate in peer-mediated approaches and service learning opportunities
- Potential for carry-over effects

**Families**
- Regular participation in CSESA process and education planning
Participation Expectations

CSESA Staff
- Provide CSESA trainings
- Schedule/distribute assessments
- Identify & scale priority goals and select appropriate interventions
- Support provision of CSESA intervention to intervention schools
- Provide ongoing coaching to intervention schools

School Staff - intervention
- Attend CSESA trainings
- Complete assessments
- Identify & scale priority goals and select appropriate interventions
- Participate in coaching meetings
- Provide CSESA intervention to students
- Monitor progress

School Staff - service as usual
- Attend CSESA trainings
- Complete assessments
- Identify & scale priority goals and select appropriate interventions
- Monitor progress
<table>
<thead>
<tr>
<th>Event</th>
<th>Details</th>
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</thead>
</table>
| ASD Course (Summer-Fall 2014) | - course on the basics of ASD  
- Mandatory for A-team, optional for other school staff and parents                                                                 |
| Participant Recruitment (September-October 2014) | - Send consent packets to potential A-team members  
- Send consent packets to families of students with educational label of autism                                                                 |
| Initial Training (October 2014) | - Onsite training led by CSESA team related to CSESA Foundations  
- Introduction to CSESA components                                                                                                                                 |
| Pre-Assessment (October-November 2014) | - CSESA team, school staff, parents, and students will complete pre-assessments                                                                 |
| Intervention (October 2014-May 2016) | ****INTERVENTION SITES  
- Gradually role out CSESA Foundations and Interventions  
- Ongoing support from CSESA team (observations and coaching)                                                                 |
| Post-Assessment (April-May 2016) | - CSESA team, school staff, parents, and students will complete post-assessments                                                                 |
Contact CSESA

http://csesa.fpg.unc.edu/
subscribe-csesa@listserv.unc.edu

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Deirdre Edsall, dedsall@wisc.edu