Fri, 4/21					
Time	**Session ID**	**Presenter(s)**	**Title**	**Type**	**Summary**
1:30 PM - 2:30 PM	2486	**Session Leader** *Leann Smith*, University of Wisconsin, Madison **Co-Presenter(s)** *Kara Hume*, Frank Porter Graham Child Development Institute/UNC, Chapel Hill *Bonnie Kraemer*, San Diego State University, CA *Kate Szidon*, University of Wisconsin-Madison, Waisman Center	Transitioning Together: Implementation of a Family-Centered Transition Intervention for High School Students With ASD	Presentation with Q&A	The Center on Secondary Education for Students with ASD (CSESA) is conducting a randomized control trial (RCT) to evaluate a comprehensive intervention model for high school students with ASD. The CSESA model targets four core areas: social competence, academics, independence, and transition. Part of the model includes Transitioning Together, an education and support program for families. This session will present preliminary data from the evaluation of Transitioning Together, with special emphasis on adaptations for implementation in different states (California, North Carolina, and Wisconsin).
2:45 PM - 3:30 PM	2435	**Session Leader** *Samuel Odom*, University of North Carolina, Chapel Hill **Co-Presenter(s)** *Laura Hall*, San Diego State University, CA *Kara Hume*, Frank Porter Graham Child Development Institute/UNC, Chapel Hill *Bonnie Kraemer*, San Diego State University, CA *Leann Smith*, University of Wisconsin, Madison *Kate Szidon*, University of Wisconsin-Madison, Waisman Center	Supporting and Assessing Implementation of High School Programs for Students with Autism	Poster Session	We will describe the features of a comprehensive treatment model for high school students with ASD developed by the Center on Secondary Education for Students With ASD. We will review the principles from implementation science that supported it use in 30 high schools, and identify a tool for assessing implementation of the model.

Time	Session ID	Presenter(s)	Title	Type	Summary
4:00 PM – 5:00 PM	3025	**Session Leader** *Susan Hedges*, University of North Carolina, Chapel Hill	Educator Perspectives of the Benefits and Barriers to Technology Use in Support of Students with Autism	Presentation with Q&A	This session presents findings from a survey of high school educators about the use of technology as a support for students with autism. These findings will provide practitioners and researchers with insights into some of the barriers that are impeding widespread supportive technology use.

Sat, 4/22

Time	Session ID	Presenter(s)	Title	Type	Summary
8:00 AM – 9:00 AM		**Session Leader** *April Leah Clinard*, University of North Carolina, Chapel Hill	Interventions and Strategies to Increase Social Engagement and Competence of Students with ASD:	Multi-Presentation Session	We present data related to the implementation of peer-mediated interventions to foster social competence and connections for youth with ASD. Peer-mediated strategies provide opportunities for students with autism to socialize and interact with peers, foster lasting relationships, increase school participation, and provide peers with opportunities to get to know a student with a disability. Implementation and coaching strategies will be discussed throughout the presentation, as well as fidelity, data collection, and ideas on how to create successful peer networks.

Time	Number	Presenters	Title	Type	Description
9:15 AM – 10:15 AM		**Session Leader** *Kara Hume*, Frank Porter Graham Child Development Institute/UNC, Chapel Hill **Co-Presenter(s)** *Tara Regan*, Frank Porter Graham Child Development Institute, UNC, Chapel Hill *Kate Szidon*, Waisman Center, University of Wisconsin, Madison	Impacting Future Work Opportunities for Students with ASD: Ensuring Access to Work-Based Learning Experiences for "Future Ready" Students With ASD	Multi-Presentation Session	Postsecondary outcomes for students on the autism spectrum are bleak. Participating in meaningful work-based learning experiences have proven to enhance outcomes, however many students who are earning credits/ diploma bound do not have access to these experiences. Learn practical strategies to embed these opportunities within the school and community setting.
10:30 AM - 11:30 AM	2227	**Session Leader** *Suzanne Kucharczyk*, University of Arkansas, Fayetteville **Co-Presenter** *Kate Szidon*, University of Wisconsin-Madison, Waisman Center	Coaching as PD in High School Settings: Supporting Educators in Effective Implementation of EBPs for Adolescents With ASD	Presentation with Q&A	Coaching is a key ingredient for the successful implementation of EBPs for students with ASD, particularly in high school settings. This session describes a coaching model supported by principles of implementation science and data from its implementation to help participants apply the model, prioritize EBP to focus on in their own coaching of educators, and identify challenges and facilitators to coaching in their settings.
1:00 PM – 2:00 PM	2786	**Session Leader** *Laura Hall*, San Diego State University, CA **Co-Presenter(s)** *Christopher Brum*, Boston College, Chestnut Hill, MA *Yolanda Perkins*, University of North Carolina, Chapel Hill	Implementing Evidence-Based Literacy Curriculum for Students with ASD in Multiple High Schools	Presentation with Q&A	We describe the implementation of two evidence-based literacy programs, Collaborative Strategic Reading (CSR) and Alternative Achievement Literacy (AAL). Both were used with high school students across reading abilities with ASD and is part of a randomized control trial study in 60 high schools in 3 states conducted by the Center on Secondary Education for Students with ASD. Program adaptations, fidelity of implementation, teacher

					and student satisfaction, and changes in reading comprehension skills will be reported.