A Comprehensive Approach to Supporting Students With ASD in High School

Samuel Odom, Kara Hume, Jenny Redding Gustafson, Colleen Reutebuch, Kate Szidon, and David Test
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 Sites

Vanderbilt Kennedy Center
San Diego State University
UNC Frank Porter Graham Child Development Institute
UC Davis Mind Institute
Waisman Center University of Wisconsin-Madison
The University of Texas at Austin
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.”
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.
For your subjects when they graduate:

1) Something to do
2) Somewhere to be
3) Someone to love.

Good luck!!
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.

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?

Read more »

NEWS & EVENTS

Autism Society 2013 Pre-Conference Session, July 10, 2013

See all news & events
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
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
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
• CSR: Before, during, after with visuals, graphic organizer, self-monitoring checklist, and peer pairing

Implementation

• AAL: Daily
• 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

Chapters 7-8

- Bianca told him
- Saw his video camera
- Sam couldn’t work the problems
- An explosion

Why do calls work together?

- To answer the phone
- To vote
- To win a race

Work Together - Q1
On Friday I met Karen after school so she could draw my hands. 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 text.
- Ask and answer questions about key details in text.
- Identify the main topic and retell key details of text.
- Ask and answer questions to determine or clarify the meaning of words and phrases in 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 sheet
- 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 instructions for the assignment and activities.

Before Reading
2 to 3 minutes

To prepare students for reading, the following activities are recommended:
- Introduce the topic.
- Prereach 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.
Implementation Snapshot: CSR–HS

### Learning Log

**Title of Text:**

**Before Reading**

- The key words are: [ ] Title  [ ] Key words  [ ] Pictures
- I have looked at the:
  - [ ] Title
  - [ ] Key words
  - [ ] Pictures

**During Reading**

**Tie Up Meanings**

This does not make sense to me.  How I got it:

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**After Reading**

**Generate Questions**

- "Why" Question: Response
- "How" Question: Response
- "What," "Where," or "When" Question: Response

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Implementation Snapshot: CSR–HS

CSR–HS Checklist

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>During Reading</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Read the title.</td>
<td>[ ] Read the text or followed along.</td>
<td>[ ] Created one &quot;how&quot; or &quot;why&quot; question and one &quot;what,&quot; &quot;where,&quot; or &quot;who&quot; question with the answer.</td>
</tr>
<tr>
<td>[ ] Looked at the pictures or other visuals.</td>
<td>[ ] Wrote parts of the text that did not make sense.</td>
<td>[ ] Wrote questions and answers.</td>
</tr>
<tr>
<td>[ ] Visualized about the topic.</td>
<td>[ ] Worked with partner to fix text that did not make sense.</td>
<td>[ ] Asked questions with partner.</td>
</tr>
<tr>
<td>[ ] Wrote key words.</td>
<td>[ ] Worked with partner to complete true/false activity.</td>
<td>[ ] Completed graphic organizer.</td>
</tr>
<tr>
<td>[ ] Checked with partner for help if needed.</td>
<td>[ ] Checked with partner for help if needed.</td>
<td>[ ] Wrote summary.</td>
</tr>
</tbody>
</table>

Things to do:
- Make connections with the topic.

Things to say if you are stuck:
- Can you help me figure this out?
- I don’t know what this means.
- Do you agree or disagree? Why?
- I agree/disagree, and this is why...

Question Stems

<table>
<thead>
<tr>
<th>Why</th>
<th>How</th>
<th>What</th>
<th>Where</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why are...</td>
<td>How are...</td>
<td>What is...</td>
<td>Where are...</td>
<td>Who is...</td>
</tr>
<tr>
<td>Why did...</td>
<td>How did...</td>
<td>What are...</td>
<td>Where did...</td>
<td>Who are...</td>
</tr>
<tr>
<td>Why is...</td>
<td>How much...</td>
<td>What do you think will happen if...</td>
<td>Where is...</td>
<td>Who did...</td>
</tr>
<tr>
<td>Why was...</td>
<td>How many...</td>
<td>What is the reason that...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Domain:** Personal Responsibility & Independence (1 of 3)  
**Subdomain:** Organization (1 of 3)  
Enter later □

<table>
<thead>
<tr>
<th></th>
<th>Skill Evaluation</th>
<th>Priority Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not like student</td>
<td>Like student</td>
</tr>
</tbody>
</table>

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

- **O1.** Accesses and follows daily schedule  
  *Note: Format & length may vary based on student needs (e.g., written, objects, pictures, iPad); student refers to it throughout day*

- **O2.** Uses tools to document assigned work and/or scheduling information  
  *Note: Format may vary (e.g., planner, calendar, technology, putting information in backpack)*

- **O3.** Uses organizational system to document work completion  
  *Note: Format may vary (e.g., work system, planner, checklist, system to track grades, syllabus)*

- **O4.** Brings appropriate materials to assigned location  
  *Note: Includes bringing home and turning in homework, bringing supplies to class*

- **O5.** Materials/work space are organized  
  *Note: Includes neat paperwork, tidy work space*

- **O6.** Identifies steps required to complete assigned activities*  
  *Note: Includes breaking down larger projects into smaller steps, sequencing steps, listing steps in organizational systems*

- **O7.** Begins assigned activities within allotted time*  

- **O8.** Completes assigned activities within allotted time*  

- **O9.** Returns materials to correct location at the end of activities

- **O10.** Arrives at assigned location or activity on time  
  *Note: May include within classroom or across school/community*

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CSESA
## Implementation Snapshot: Student Assessment

### Secondary School Success Checklist

<table>
<thead>
<tr>
<th>A</th>
<th>Non-Mastered Skills Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Student ID</td>
</tr>
<tr>
<td>3</td>
<td>TimePoint</td>
</tr>
<tr>
<td>4</td>
<td>School ID</td>
</tr>
<tr>
<td>5</td>
<td>Entered By</td>
</tr>
<tr>
<td>6</td>
<td>Role</td>
</tr>
<tr>
<td>7</td>
<td>Observation Date</td>
</tr>
</tbody>
</table>

### DOMAINS:

#### Personal Responsibility & Independence
- **Organization**

<table>
<thead>
<tr>
<th>13</th>
<th>DOMAIN: Personal Responsibility &amp; Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Subdomain: Problem Solving &amp; Goal Setting</td>
</tr>
</tbody>
</table>

| 15 | PS1 Identifies appropriate person to ask for assistance | major concern |
|    | PS2 Seeks help appropriately from identified person | major concern |
|    | 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 |
|    | PS5 Generates possible solutions to problem | major concern |
|    | PS6 Selects solution after considering possible consequences | major concern |

**Notes/Examples:**
- PSS (4) When I have a problem in class I can figure out a solution.
  - I would sort of like to learn this.
Implementation Snapshot: Planning
Linking Goals to Evidence-Based Practices

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

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**Let’s Practice**

- What are the steps to making a call on your phone?
  - Tell me the steps
    - I will write them down
    - I will try them out
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

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

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

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6 schools
2 components at each

10 students per school
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

• Special Issue in Remedial and Special Education Journal
  – Autism, Adolescence, & High School
  – Articles and Snapshots
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