

Supporting Independence and Self-Management Skills in High School Students With ASD





Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill Suzanne.Kucharczyk@unc.edu & Kara.Hume@unc.edu

Visit our website at: http://csesa.fpg.unc.edu/ and our Facebook page at: https://www.facebook.com/csesa.asd

What is CSESA?

- CSESA is a research and development project that focuses on developing, adapting, and studying a comprehensive school- and communitybased education program for high school students on the autism spectrum. One component, PRISM, focuses on supporting student independence and adaptive behavior.
- PRISM stands for *Promoting* Responsibility, Independence, and Self-Management
- PRISM encourages school teams to consider the needs of students beyond academic success and supports teams in implementing interventions that promote responsibility, independence, community engagement, and selfmanagement--skills that will benefit ALL students with ASD as they move into varied settings after high school.

Why focus on Independence?

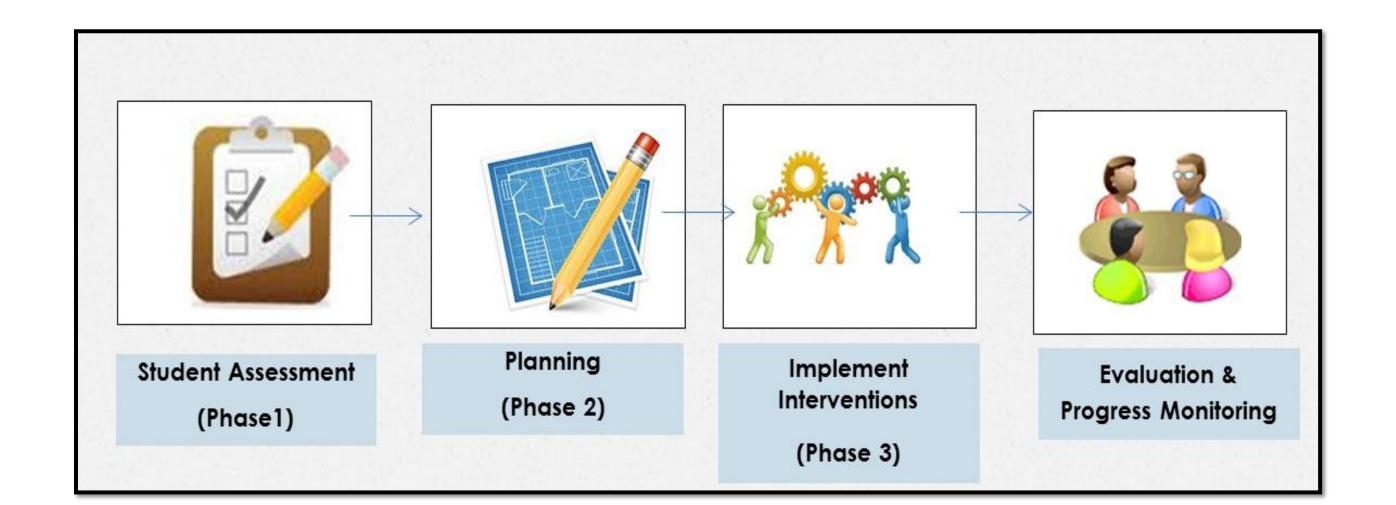
When young adults with ASD leave the public school system -

"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" (Shattuck, 2010).

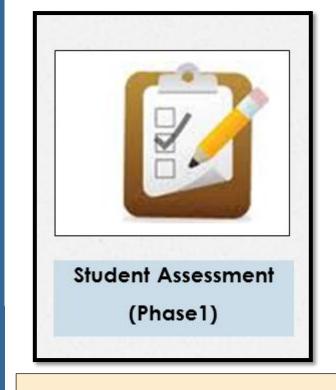
Same perspective from a family member: "These students finish college and then go and sit on the couch..."

What is PRISM?

 PRISM is a process that helps school staff in selecting goals and interventions to support optimal outcomes for our students.

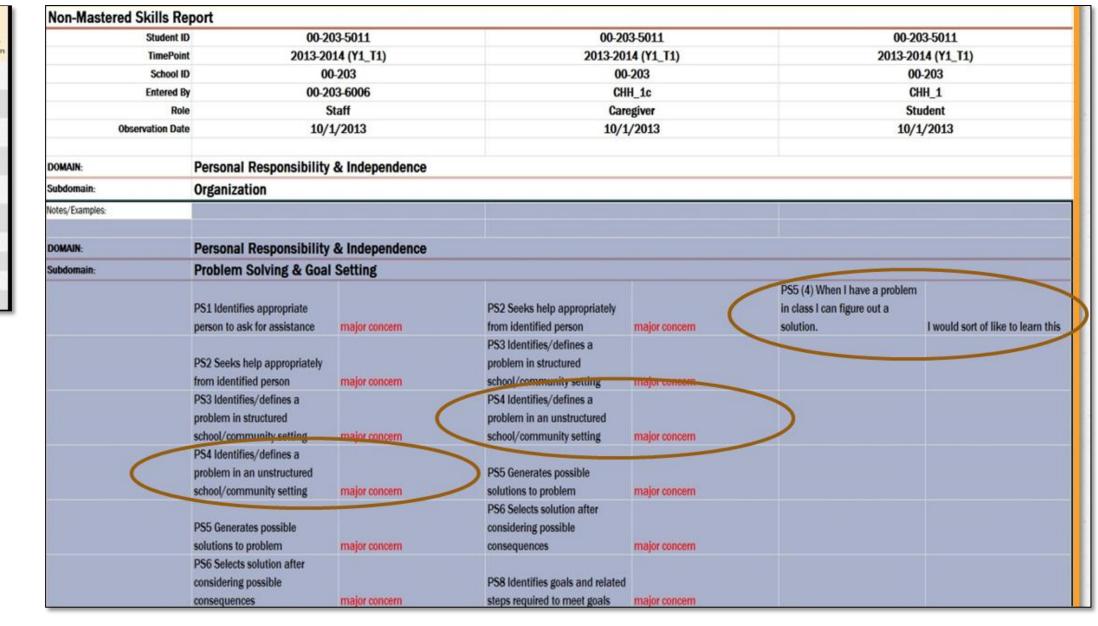


PRISM Process



- Team members, including parents, teacher, and student complete Secondary School Success Checklist
- Includes key behaviors linked to postsecondary school success Responsibility and Independence, Community Engagement, and Self-Management
- Guides team in selecting three goals & identifying 1 priority goal

dent needs (e.g. written, objects, pictures, ipad); student refers to it throughout day cheduling information r, technology, putting information in backpack) completion mer, checklist, system to track grades, syllabus) community of the complete to class community of the complete to class of the com	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* O8. Returns materials to correct location at the end of activities O9. Returns materials to correct location at the end of activities											Skil	f Evaluati	ion		Pvi	ority Rani	king
cheduling information r, technology, putting information in backpack) completion mner, checklist, system to track grades, syllabus) completion completio	Note: Format & length may vary based on student needs (e.g. written, objects, pictures, ipad); student refers to it throughout day 1. Less tools to document assigned work and/or scheduling information in backpack) 1. Less organizational system to document work completion, Note: Format may vary (e.g. planner, calendar, technology, putting information in backpack) 1. Less organizational system to document work completion, Note: Format may vary (e.g., work system, planner, checklist, system to track grades, syllabus) 1. Less organizational system to document work completion, Note: Format may vary (e.g., work system, planner, checklist, system to track grades, syllabus) 1. Less organizational system to document work completion, Note: Format may vary (e.g., work system, planner, checklist, system to track grades, syllabus) 1. Less organizational system to document work completion, Note: Format may vary (e.g., work system, planner, checklist, system to track grades, syllabus) 1. Less organizational system to document work completion, Note: Includes bringing home and turning in homework, bringing supplies to class 1. Less organizational system to document work completion and turning in homework, bringing supplies to class 1. Less organizational system to document work completion and turning in homework, bringing supplies to class 1. Less organizational system to document work completion and turning in homework, bringing supplies to class 1. Less organizational system to document work completion and turning in homework, bringing supplies to class 1. Less organizational system to free completion and turning in homework, bringing supplies to class 1. Less organizational system to free completion and turning in homework, bringing supplies to class 1. Less organizational system to free completion and turning in homework, bringing supplies to class 1. Less organizational system to free completion and turning in homework, bringing supplies to class 1. Less organizational system to free completions 1. Less or										Not like student	Like student	like	N/O	N/A	No concern	Some	
r, technology, putting information in backpack) completion inner, checklist, system to track grades, syllabus) com inner, checklist, system to track grades, syllabus co	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 near 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: Man includes within elassesoms or across school/community.	01.			student needs (e.,	z. written, objects,	pictures, (pad); st	udent refers to it thro	oughout d	ay	Co	c_1	C 2	C 3	C4	e (e	0.0
to the component of the	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 C5. Materials/work space are organized Note: Includes near paperwork, tidy work space C6. Identifies steps required to complete assigned activities* Note: Includes breaking down larger projects into smaller steps, sequencing steps, listing steps in organizational systems C6. Identifies steps required to complete assigned activities* Note: Includes breaking down larger projects into smaller steps, sequencing steps, listing steps in organizational systems C7. C1. C2. C3. C4. C. C. O8. Completes assigned activities within allotted time* C8. C7. C1. C2. C3. C4. C. C. O9. Returns materials to correct location at the end of activities C9. C1. C2. C3. C4. C. C. O10. Arrives at assigned location or activity on time Note: Man includes within classroom or across school/community.	O2.					on in backpack)				Co.	C 1	C a	C3	C4	9	6)	0
ce	Note: Includes bringing home and turning in homework, bringing supplies to class O5. Materials/work space are organized Note: Includes neat paperwork, fidy 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: Man include within classroom or across school (community)	оз.				t, system to track (grades, syllabus)				C 0	C 1	C 2	€3	C 4	e.,	0	e ,
tetivities* into smaller steps, sequencing steps, listing steps in organizational systems CO C1 C2 C3 C4 C1 C3 C4 C1 C3 C4 C1 C2 C3 C4 C1 C3 C4 C1 C3 C4 C1 C3 C4 C1 C4 C4 C1 C4 C4 C1 C4 C4 C1 C4	Note: Includes near 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 O9. Arrives at assigned location or activity on time O10. Arrives at assigned location or activity on time Note: Man include unithin classroom or across school/community.	04.				inging supplies to	class				Co	c.	C2	C3	C4	0	e.	0
into smaller steps, sequencing steps, listing steps in organizational systems CO C1 C2 C3 C4 E E E ne* Co C1 C2 C3 C4 E E E cof activities CO C1 C2 C3 C4 E E E	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 O9. Arrives at assigned location or activity on time Note: Man include within elastrooms or across school/community.	05.			pace						Co	C1	C2	C 3	C4	0.0	0)	е.
co C1 C2 C3 C4 F F F F F F C1 C2 C3 C4 F F F F F F F F F F F F F F F F F F	O8. Completes assigned activities within allotted time* O9. Returns materials to correct location at the end of activities C0 C1 C2 C3 C4 C C C O10. Arrives at assigned location or activity on time Note: Man include within classroom or across school/community C0 C1 C2 C3 C4 C C C	06.				teps, sequencing st	eps, listing steps i	n organizational syst	ems		Co	Cı	C 2	€3	0.4	6	c	
of activities Co C1 C2 C3 C4 E0 E1 E1	Og. Returns materials to correct location at the end of activities Co C1 C2 C3 C4 C C C O10. Arrives at assigned location or activity on time Note: Man include within classroom or across school/community.	07.	Begins a	ssigned activities within allotted tin	ne*						Co	c_1	C 2	c3	C4	0.0	0.1	0.0
	Oto. Arrives at assigned location or activity on time Note: Man include within classroom or across school/community. Co C1 C2 C3 C4 C C C	08.	Complet	tes assigned activities within allotted	time"						Co	0.1	C 2	C 3	0.4	0	20	
school/community	Note: Man include within classroom or across school/community.	O9.	Returns	materials to correct location at the	end of activities						Co	Ci	C 2	C 3	64	60	0	e .
		O10.	Arrives	at assigned location or activity on tis	ne						Co	C1	C a	C3	64	0	6.1	0.
This is This is sort of This is very have not had a Not		09.	Returns	materials to correct location at the	end of activities ne		This is very	I I have not had a	Not	I would NOT	Го Го		C2	C3	C4		6 ii	
MOT like like me. much like me. chance to try sure like to learn this. know how to do this.					2. Cho	iose only one a	answer in the b	lue boxes that b	est	3. Then choos	se one an <u>sw</u>	er in ti	e gree	n bax	es tha	t		





I keep track of my homework and turn i

Document that links goals to EBPs

- After identifying priority goal, team members select evidence-based practices to target the goals
- Create an implementation plan

П	Subdomain: Problem Solving & Goal Setting									
П	SKILLS	/behaviors	EVIDENCE BASED PRACTICES							
ш		Identifies appropriate person to ask for	٩		Differential reinforcement*					
ш		assistance	E		Prompting*					
		Seeks help appropriately from identified	Ę.		Reinforcement*					
		person	oundational EBP		Task analysis*					
		Identifies/defines a problem in structured school/community setting	丞		Time delay*					
		Identifies/defines a problem in unstructured			Antecedent-based interventions*					
5		school/community setting			Computer-aided instruction*					
		Generates possible solutions to problem			Functional communication					
		Selects solution after considering possible			training*					
		consequences			Naturalistic interventions					
		Carries out solutions			Parent-implemented intervention*					
		Identifies goals and related steps required to			Peer-mediated					
		meet goals			instruction/intervention					
		Makes choices that match identified goals			Picture Exchange Communication					
		Makes choices that support healthy lifestyle			System					
		Communicates goals and choices to others at			Self-management*					
		appropriate time			Social narratives*					
		Other:			Social skills training groups*					
					Speech generating devices*					
					Structured work systems*					
					Video modeling*					
					Visual supports*					

	needed 4 times a day by getting out of his seat, finding someone (any teacher, assistant, peer), and giving them the "I need help" card for 3 out of 4 consecutive days.								
Interventions	How to implement	need neip	Who will implement	When/V		How will data be			
Visual supports Prompting Reinforcement Team considering – PECS as a useful process since Levi has experience with PECS and some success although inconsistent	1. Create "I need help" card 2. Use prompting and reinforce Levi to use visual to access a "I need help" card during we (e.g. wiping shelves) 3. Prompt Levi to get out of his communication partner (the of therapist, peer, etc.), and pres 4. Ms. Bernard to teach to Levi until he reaches first goal crit 5. Create opportunities for Levi environment so asking for he prompt for getting attention a handing request 6. Once first goal criterion reac autism consultant will prep M Mr. Brady	assistance using ork & class jobs s seat, walk to his teacher, speech sent the card. if first in class terion i (modify elp is required) — and prompt for	1. Ms. Bernard and all paraprofessionals 2. Mr. Meeks in PE 3. Mr. Brady (job coach) 4. Ms. Bernard to talk to mom and dad who want to use same process and visuals at home	2. In P 3. On 4. At 1	Job	 gathered? By Whom? Fidelity: on prompting reinforcement, & PECS- weekly by CSESA team & Ms. Bernard Student outcomes: weekly towards goal goals CSESA team & all team members implementing 			
Resources Needed (technology, visuals, etc.:	Create visuals – ask peer budd Lamination Data sheets- CSESA team men								
Professional Development Needed:	What form (coaching, training, modules, etc.):	reinforcement n fidelity checklis SLP to teach tea	nodule; review	or Whom:	All those imple	ementing			

Using a visual picture with "I need help" printed, Levi will independently ask for help when

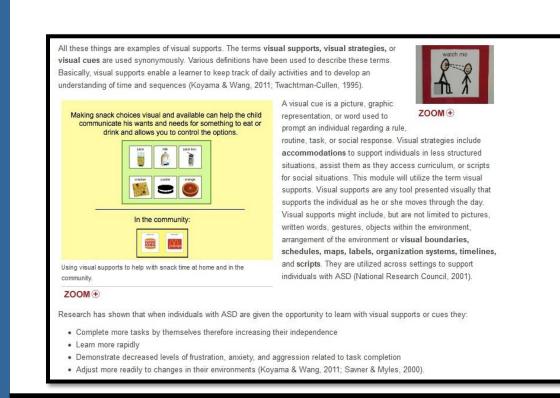
How to Implement?

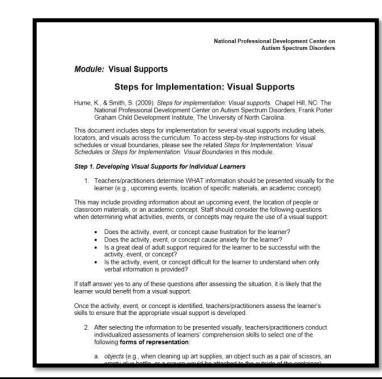


- Team member works with student on priority goal 30 minutes per week
- Access resources to learn **EBPs**

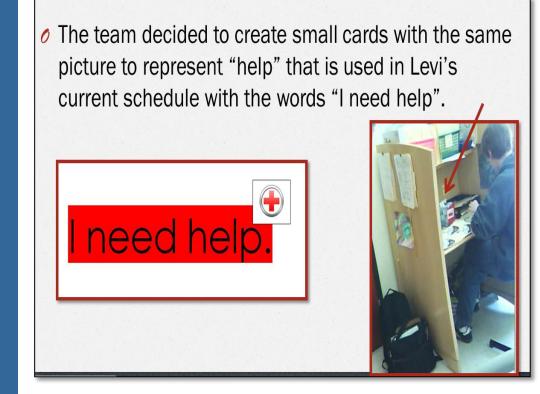
Evidence Based Practice Links & Resources http://csesa.fpg.unc.edu/resources/ebp-briefs AIM Modules

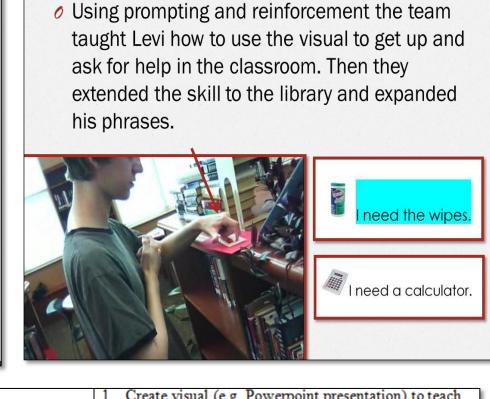
http://www.autisminternetmodules.org

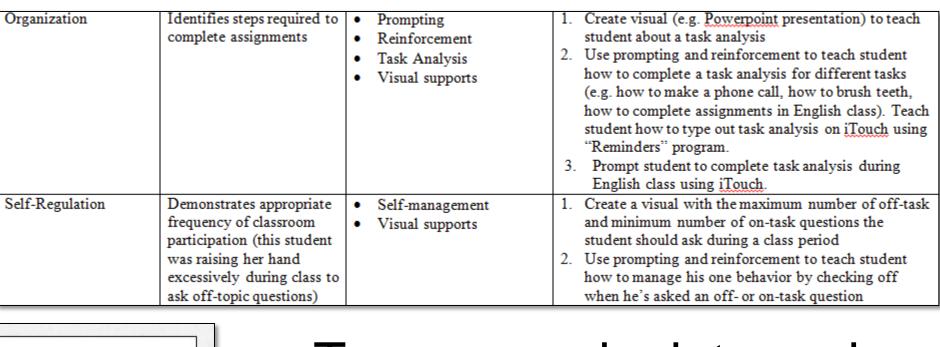




Strategies for Levi & Other Students









Evaluation & Progress Monitoring

Team records data and adjusts implementation steps accordingly

Date	Take "I need help card"	Move to communication partner	Give the card and/or say "I need help"	•	Notes
3/15	PP VP	PP	1	1	
3/15	PP	PP	PP	1	
3/15	PP	0			L found wipes/need to hide better

Acknowledgments

The research reported here was supported by the Institute of Education Sciences U.S. Department of Education through Grant R324C120006 awarded to UNC-Chapel Hill. The opinions expressed represent those of the authors and do not represent views of the Institute or the U.S. Department of Education.