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

Suzanne Kucharczyk, Ed.D. & Kara Hume, Ph.D.

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

CSESA — The Center on Secondary Education for Students with Autism Spectrum Disorders

What is CSESA?

- CSESA is a research and development project that focuses on developing, adapting, and studying a comprehensive school- and community-based 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 self-management--skills that will benefit ALL students with ASD as they move into varied settings after high school.
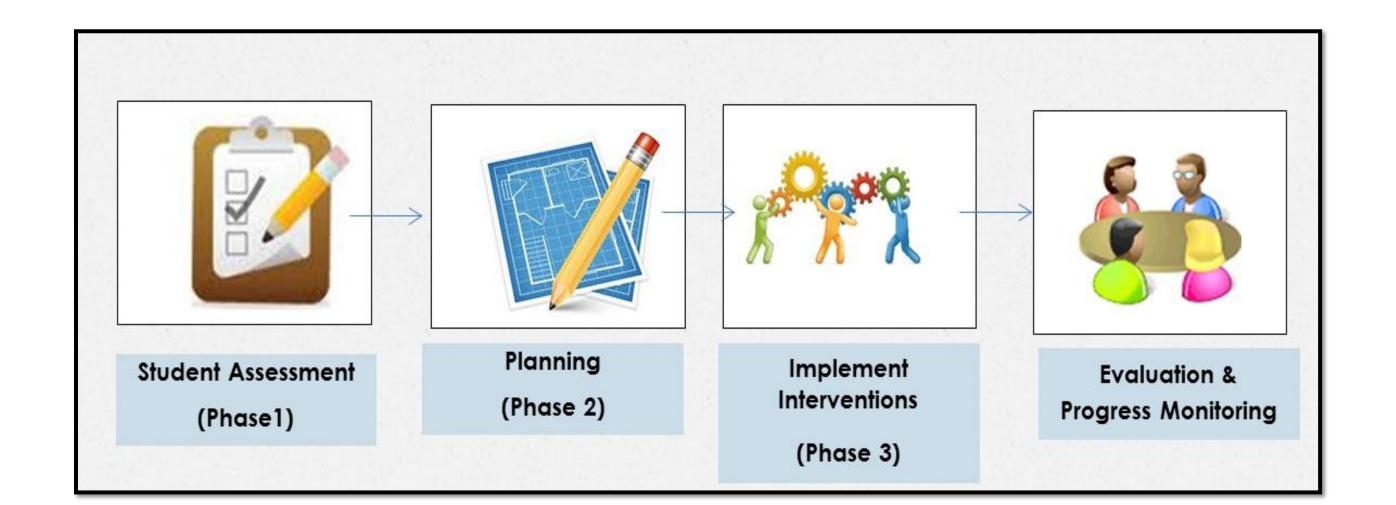
Why focus on Independence?

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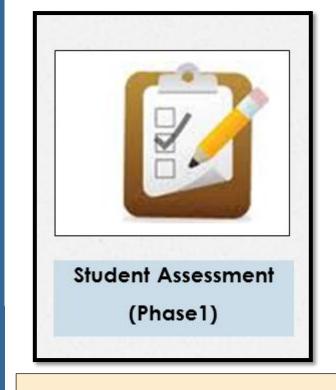
Same perspective from a family member:
"These students finish college and then go and sit on the couch…"

What is PRISM?

- PRISM is a **process** that helps school staff in selecting goals and interventions to support optimal outcomes for our students.
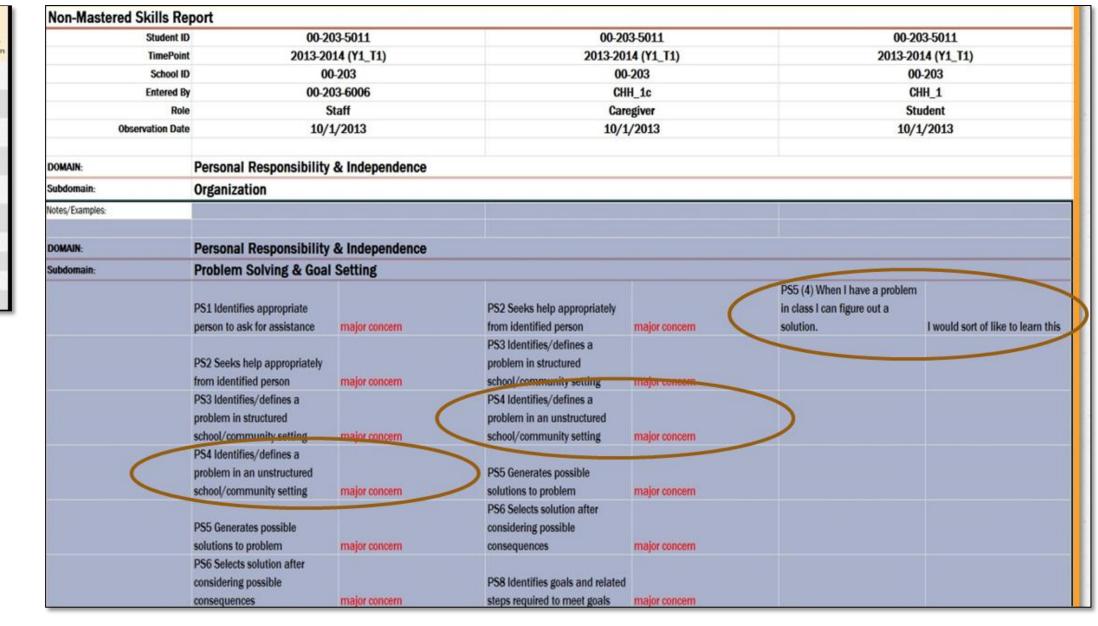
Student Assessment (Phase1) → Planning (Phase 2) → Implement Interventions (Phase 3) → Evaluation & Progress Monitoring

PRISM Process

Student Assessment (Phase1)

- 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

Planning (Phase 2)

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

Document that links goals to EBPs
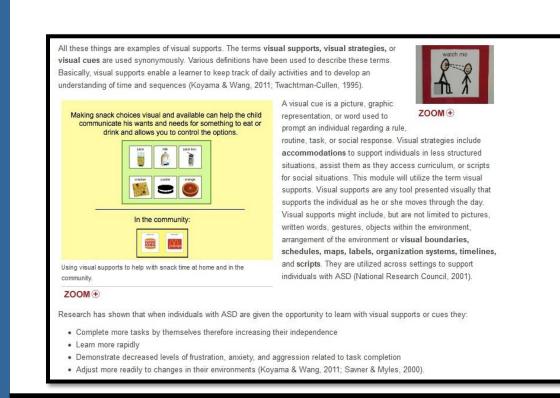
How to Implement?
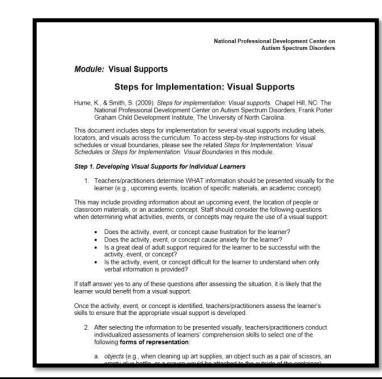
Implement Interventions (Phase 3)

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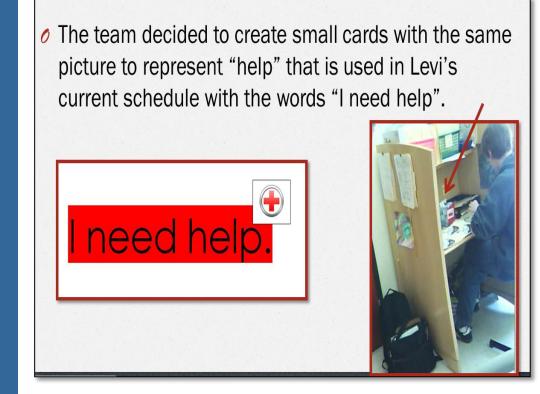- Access resources to learn EBPs

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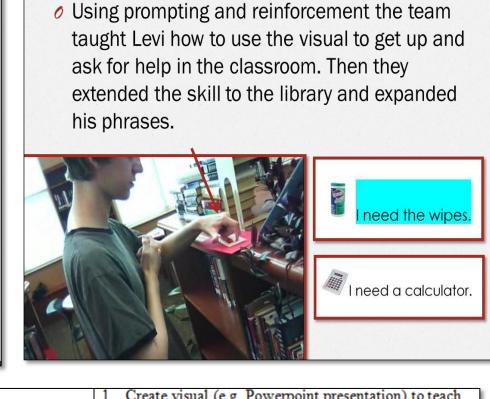http://csesa.fpg.unc.edu/resources/ebp-briefs
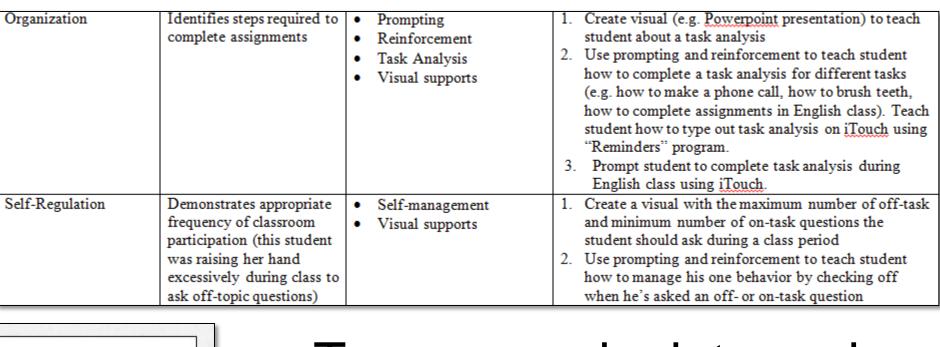**AIM Modules**
http://www.autisminternetmodules.org

Strategies for Levi & Other Students

- 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"

need help

- Using prompting and reinforcement the team taught Levi how to use the visual to get up and ask for help in the classroom. Then they extended the skill to the library and expanded his phrases.

I need the wipes

I need a calculator.

Organization	Identifies steps required to complete assignments	• Prompting • Reinforcement • Task Analysis • Visual supports	1. Create visual (e.g. Powerpoint presentation) to teach student about a task analysis 2. Use prompting and reinforcement to teach student how to complete a task analysis for different tasks (e.g. how to make a phone call, how to brush teeth, how to complete assignments in English class). Teach student how to type out task analysis using iTouch using "Reminders" program. 3. Prompt student to complete task analysis during English class using iTouch.
Self-Regulation	Demonstrates appropriate frequency of classroom participation (this student was raising her hand excessively during class to ask off-topic questions)	• Self-management • Visual supports	1. Create a visual with maximum number of off-task and minimum number of on-task questions the student should ask during a class period 2. Use prompting and reinforcement to teach student how to manage his own behavior by checking off when he's asked an off-or on-task question

- Team records data and adjusts implementation steps accordingly