



CSESA

The Center on Secondary Education for
Students with Autism Spectrum Disorders

Strengthening Independence in Adolescents with ASD (PRISM)

STRAND: Educational Strategies and Interventions for High
School Students with Autism Spectrum Disorders

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About CSESA

- * Research & Development Center
- * Funded by the Department of Education (IES)
- * 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.”

**FOR YOUR SUBJECTS
WHEN THEY GRADUATE:**

- 1) SOMETHING TO DO**
- 2) SOMEWHERE TO BE**
- 3) SOMEONE TO LOVE.**

GOOD LUCK!!

CSESA Sites



SAN DIEGO STATE
UNIVERSITY



UNC

FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

UCDAVIS
MIND INSTITUTE

THE UNIVERSITY OF
TEXAS
AT AUSTIN



The Big Picture



CSESA Process

PROFESSIONAL DEVELOPMENT

Training and Coaching

ASSESSMENT

School & Student

PLANNING

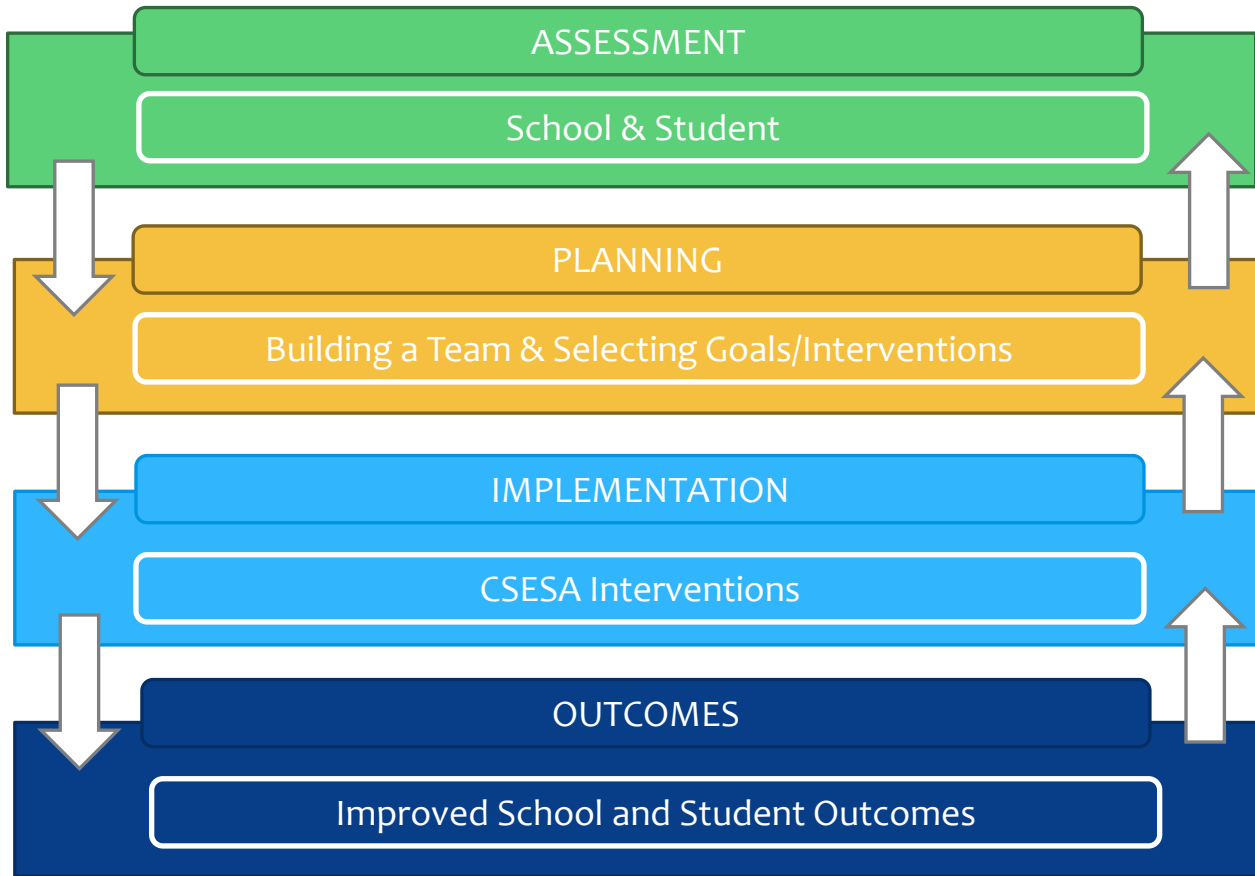
Building a Team & Selecting Goals/Interventions

IMPLEMENTATION

CSESA Interventions

OUTCOMES

Improved School and Student Outcomes



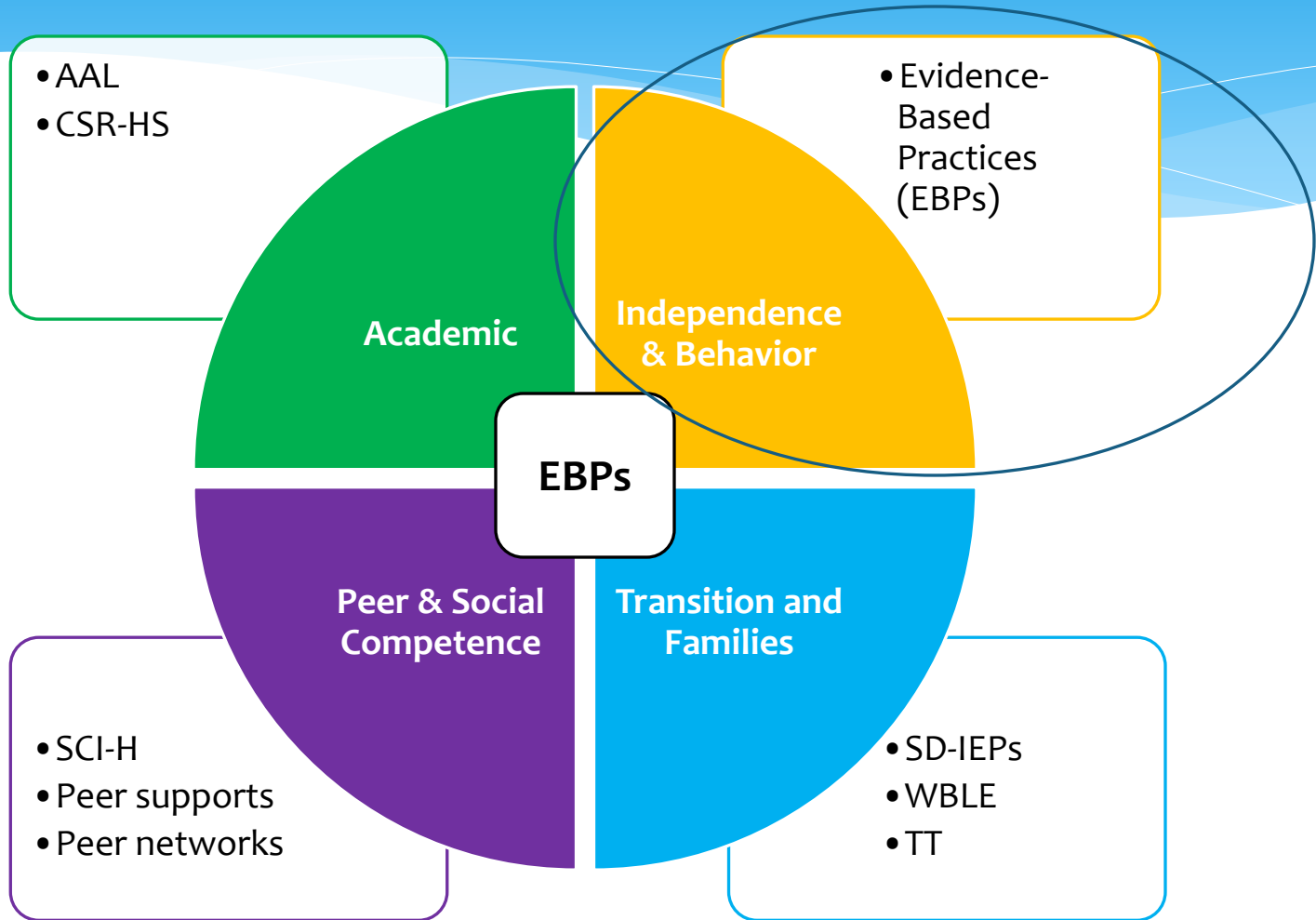
CSESA Domains



CSESA

The Center on Secondary Education for
Students with Autism Spectrum Disorders

CSESA Interventions

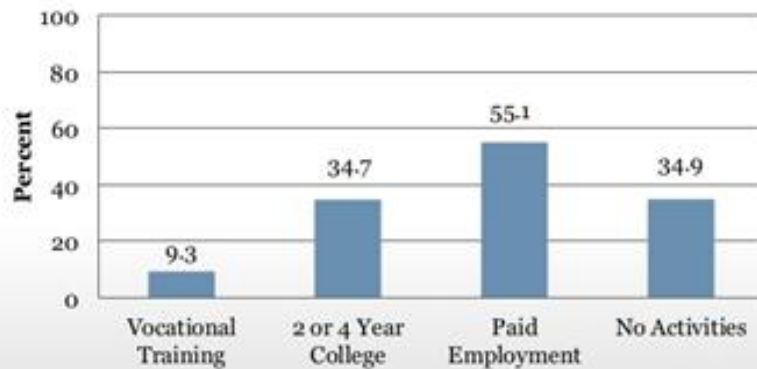


Promoting Responsibility, Independence and Self-Management (PRISM)

- * At the end of this strand, participants will be able identify evidence-based practices that promote independent performance of high school students with ASD.

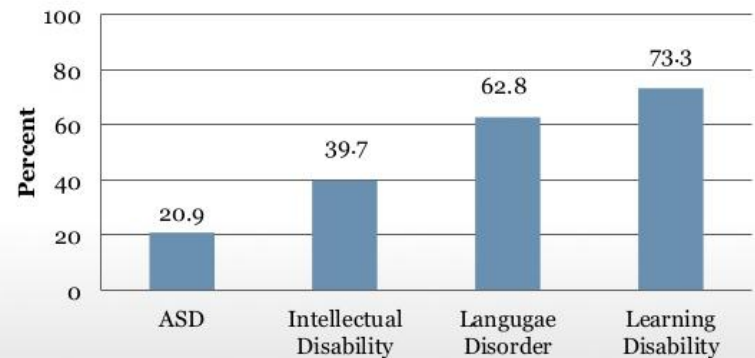
Why the emphasis on independence?

Postsecondary Education and Employment (19-23 Year Olds)



(NLTS2 Study; Shattuck et al., 2012)

Full-Time Employment (21-25 Year Olds)



(NLTS2 Study; Roux et al., 2013)

Why the emphasis on independence?

- * Thinking about behavior broadly... this is what is concerning :
- * 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).

Why the emphasis on independence?

Identified Prevalence of Autism Spectrum Disorder

ADDM Network 2000-2010
Combining Data from All Sites

Surveillance Year	Birth Year	Number of ADDM Sites Reporting	Prevalence per 1,000 Children (Range)	This is about 1 in X children...
2000	1992	6	6.7 (4.5 - 9.9)	1 in 150
2002	1994	14	6.6 (3.3 - 10.6)	1 in 150
2004	1996	8	8.0 (4.6 - 9.9)	1 in 125
2006	1998	11	9.0 (4.2 - 12.1)	1 in 110
2008	2000	14	11.3 (4.8 - 21.2)	1 in 88
2010	2002	11	14.7 (14.3 - 15.1)	1 in 68

- * 8 year-olds in 2002 are now 20
- * We will see a 78% increase in demand for adult services in the next 6 years

Why the emphasis on independence?

- * For these reasons, in the CSESA model, **the absence of independent behavior is viewed as much of a behavior problem and interference with success in high school and beyond as are the maladaptive behaviors.**
- * We purposefully **promote *Responsibility, Independence, and Self-Management***- the behavioral outcomes we are all striving for when working with adolescents on the autism spectrum (PRISM)

Why is independence challenging?

Characteristics of Students with ASD

- * Organization
- * Judgment
- * Sequencing
- * Initiating
- * Prompt Dependence
- * Social Demands
- * Managing Emotions



Why is independence challenging?

In High Schools?

- * Scheduling changes
- * Reliance on paraprofessionals
- * Addressing characteristics not a focus of IEPs
- * Staff expectations
- * Lack of knowledge about or focus on post-school goals

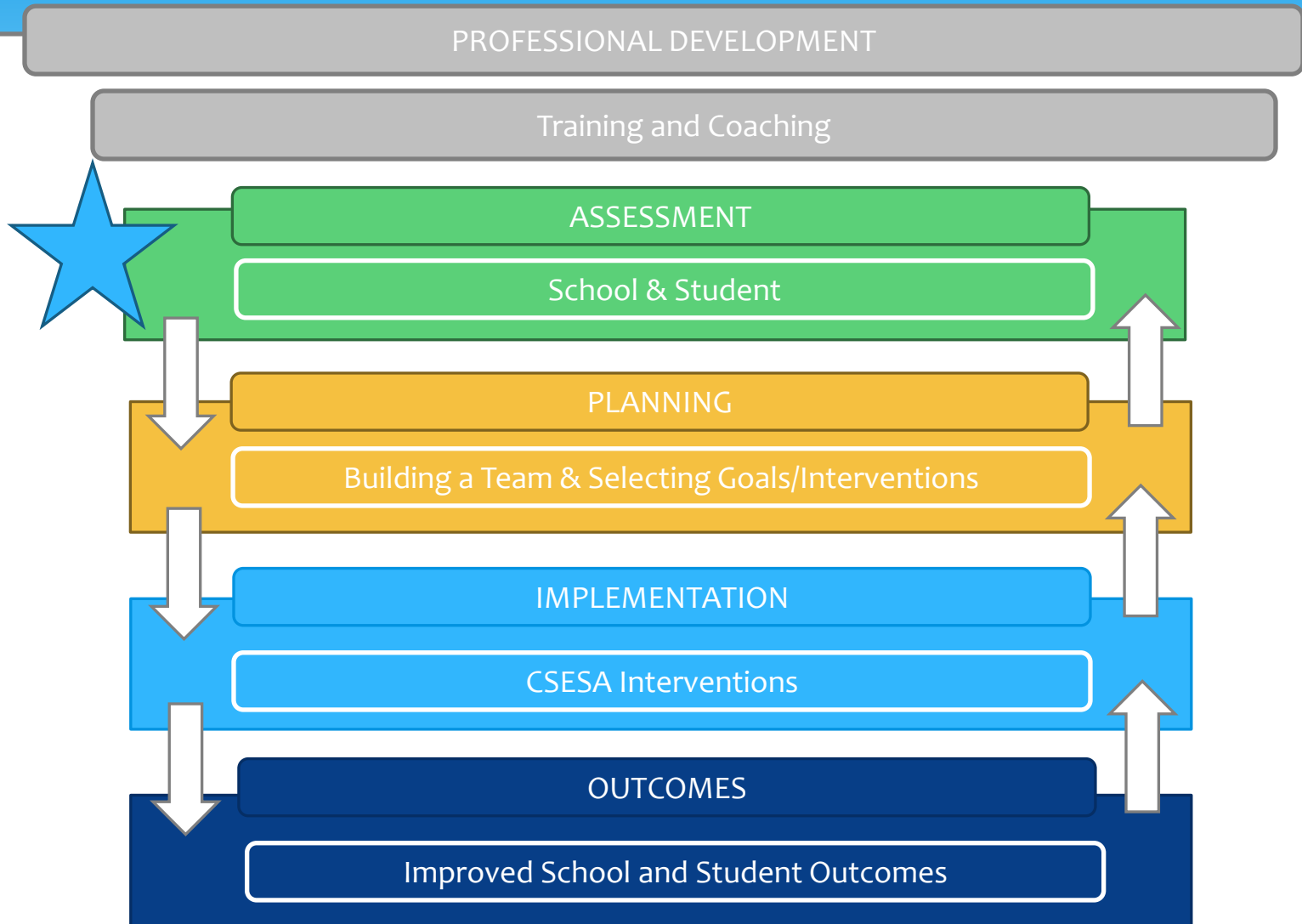


Why is independence challenging?

After High School?

- * Staff with minimal training in employment agencies
- * Support in community colleges varies
- * Increased need for organizational skills
- * Increased need for self-management of unstructured time
 - to organize college assignments or address
 - increased wait time for tasks

PRISM Process



PRISM Process: Student Assessment

Secondary School Success Checklist

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

PRISM Process: Student Assessment


Secondary School Success Checklist

- * PRISM BEHAVIORS:
- * **Responsibility and Independence:** Organization, Planning, Problem-solving, Personal presentation
- * **Community Engagement:** Conversation, Other communication, Recognizing emotions, Cooperation, Understanding School/community culture,
- * **Self-Management:** Self-regulation of emotion & behavior, Flexibility, Self-monitoring
- * <http://csesa.fpg.unc.edu/resources/secondary-school-success-checklist>

Content for the Secondary School Success Checklist aligns with the [21st Century Student Outcomes](#). Skills reflected in this document are noted with an *.

Content also aligns with the [Common Core & Extended Common Core State Standards](#). Skills reflected in this document are noted with a **.

PRISM Process: Student Assessment Secondary School Success Checklist

Skill	This is <u>NOT</u> like me.	This is <u>sort of</u> like me.	This is <u>very much</u> like me.	I have <u>not had a chance</u> to try this.	<u>Not sure</u>	I would <u>NOT</u> like to learn this.	I would <u>sort of</u> like to learn this.	I <u>really want</u> to learn this.	I <u>already know how</u> to do this.
 1. Read each skill:	2. Choose only <u>one</u> answer in the blue boxes that best describes you in the blue boxes.					3. Then choose one answer in the green boxes that best describes how much you want to learn the skill.			
1. I keep track of my homework and turn it in on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I bring everything I need to my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I ask teachers for help if I need it during class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. When I have a problem in class I can figure out a solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I look clean when I go to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: Includes breaking down larger projects into smaller steps, sequencing steps, listing steps in organizational systems

07. Begins assigned activities within allotted time*	C0	C1	C2	C3	C4	E0	E1	E2
08. Completes assigned activities within allotted time*	C0	C1	C2	C3	C4	E0	E1	E2
09. Returns materials to correct location at the end of activities	C0	C1	C2	C3	C4	E0	E1	E2
010. Arrives at assigned location or activity on time <i>Note: May include within classroom or across school/community</i>	C0	C1	C2	C3	C4	E0	E1	E2

A	B	C	D
School ID	00-203	00-203	00-203
Entered By	00-203-6006	CHH_1c	CHH_1
Role	Staff	Caregiver	Student
Observation Date	10/1/2013	10/1/2013	10/1/2013
DOMAIN:	Personal Responsibility & Independence		
Subdomain:	Problem Solving & Goal Setting		
			PS2 (3) I ask teachers for help if I need it during class.
Specification:			
Notes/Examples:			
DOMAIN:	Personal Responsibility & Independence		
Subdomain:	Personal Presentation		
	PP1 Selects age & school/job appropriate clothing and footwear	PP1 Selects age & school/job appropriate clothing and footwear	PP1 (5) I look nice when I go to school.
	PP2 Clothes: Demonstrates general cleanliness		
	PP3 Hygiene: Demonstrates grooming of hair, teeth, nails, and skin (e.g. shaving)		
Specification:			
Notes/Examples:			
DOMAIN:	Community Engagement		
Subdomain:	Conversation		
		CV3 Responds to questions during conversation exchange	

	A	B	C	D	E	F	G
1	Non-Mastered Skills Report						
2	Student ID	00-203-5011		00-203-5011		00-203-5011	
3	TimePoint	2013-2014 (Y1_T1)		2013-2014 (Y1_T1)		2013-2014 (Y1_T1)	
4	School ID	00-203		00-203		00-203	
5	Entered By	00-203-6006		CHH_1c		CHH_1	
6	Role	Staff		Caregiver		Student	
7	Observation Date	10/1/2013		10/1/2013		10/1/2013	
8							
9	DOMAIN:	Personal Responsibility & Independence					
10	Subdomain:	Organization					
11	Notes/Examples:						
12							
13	DOMAIN:	Personal Responsibility & Independence					
14	Subdomain:	Problem Solving & Goal Setting					
15		PS1 Identifies appropriate person to ask for assistance	major concern	PS2 Seeks help appropriately from identified person	major concern	PS5 (4) When I have a problem in class I can figure out a solution.	I would sort of like to learn this
16		PS2 Seeks help appropriately from identified person	major concern	PS3 Identifies/defines a problem in structured school/community setting	major concern		
17		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		
18		PS4 Identifies/defines a problem in an unstructured school/community setting	major concern	PS5 Generates possible solutions to problem	major concern		
19		PS5 Generates possible solutions to problem	major concern	PS6 Selects solution after considering possible consequences	major concern		
20		PS6 Selects solution after considering possible consequences	major concern	PS8 Identifies goals and related steps required to meet goals	major concern		
				PS10 Makes choices that			

PRISM Process

PROFESSIONAL DEVELOPMENT

Training and Coaching

ASSESSMENT

School & Student

PLANNING

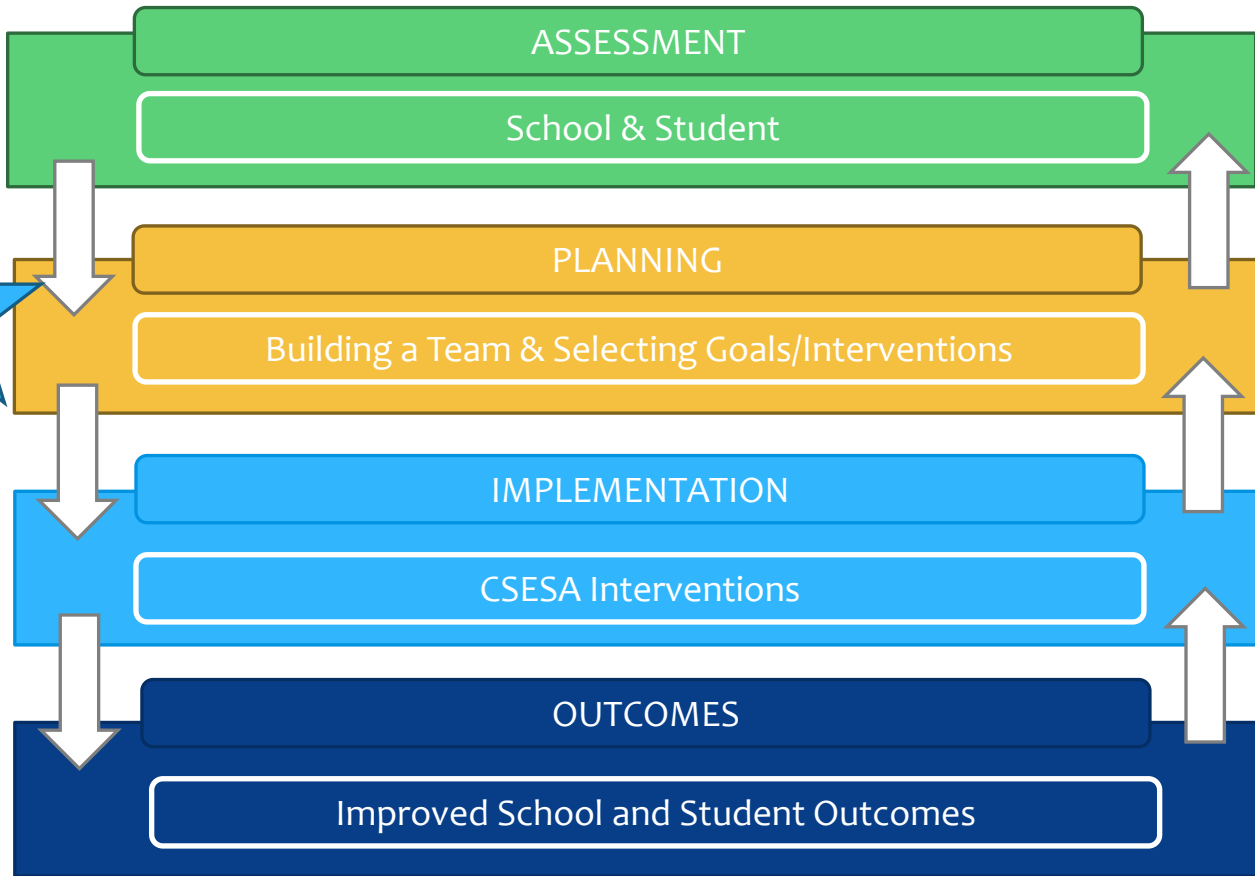
Building a Team & Selecting Goals/Interventions

IMPLEMENTATION

CSEA Interventions

OUTCOMES

Improved School and Student Outcomes



PRISM Planning

- * Selecting priority goal from SSSC data
- * Scaling goal using Goal Attainment Scaling



<http://csesa.fpg.unc.edu/resources/training-goal-attainment-scaling>

- * Then selecting an evidence-based practice to target scaled goal

Let's Practice the Process

- * Levi is a 9th grader, served primarily in a self-contained setting
- * Levi avoids interactions. Rather than actively getting help, Levi will sit quietly at his desk and whisper “I need help” or will skip pieces of tasks if he doesn’t know quite what to do.

Let's Practice the Process

- * SSSC Data for Levi:
 - * PS2. **Seeks help from adults when appropriate**
- * Rated as “Not like student” and “major concern” across 3 staff members

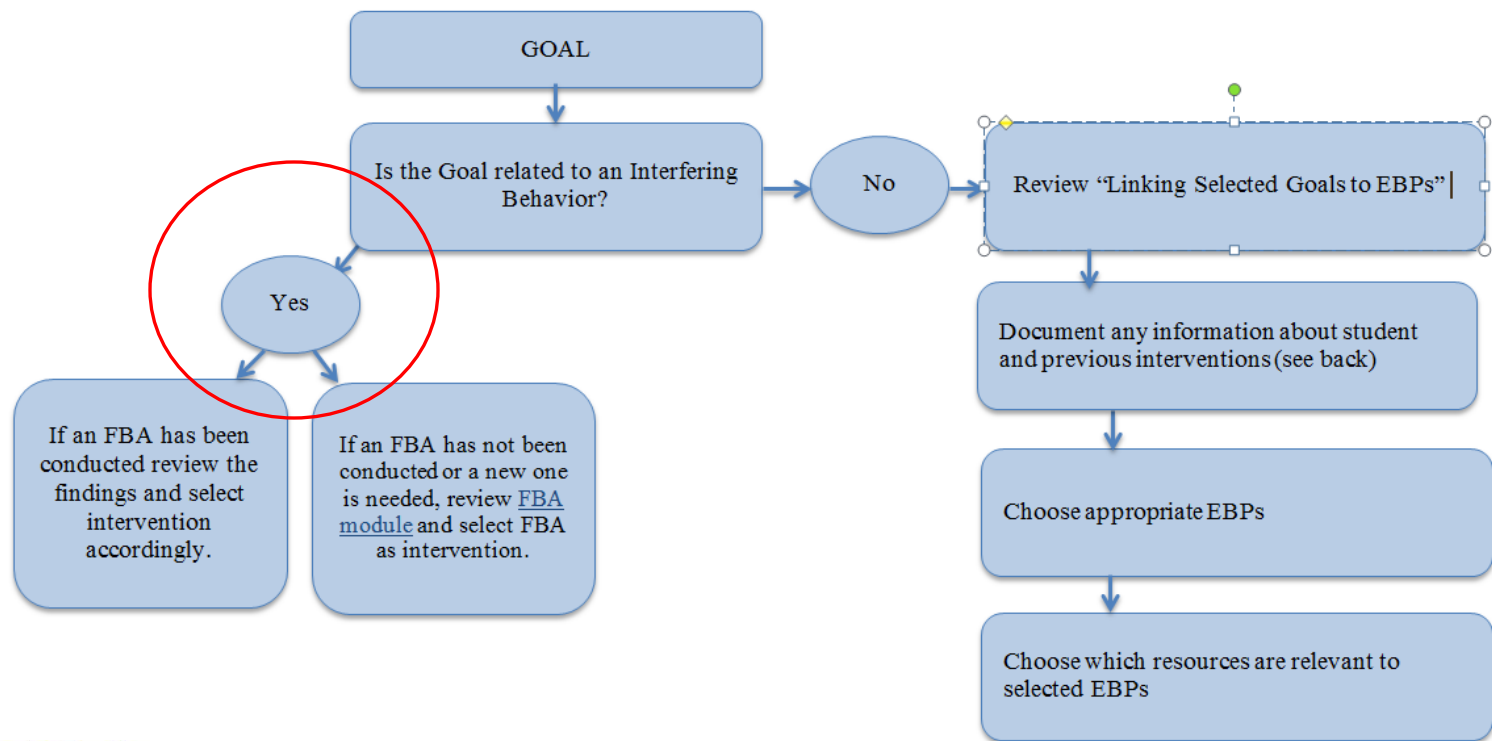
Let's Practice the Process

Current level of performance	During a week of school, staff counted Levi asking for help by saying "I need help" an average of 3 times a day. He got out of his seat once during that week with prompting.
Initial Benchmark	
Secondary Benchmark	
Annual Goal	
Exceeds Annual Goal	

Let's Practice the Process

Independence and Behavior Planning Flow Chart

Decide on the most appropriate intervention or strategy to address the selected goal using the following flowchart.



Let's Practice the Process

- * Resources to support staff in conducting an FBA
- * Training
- * EBP Brief

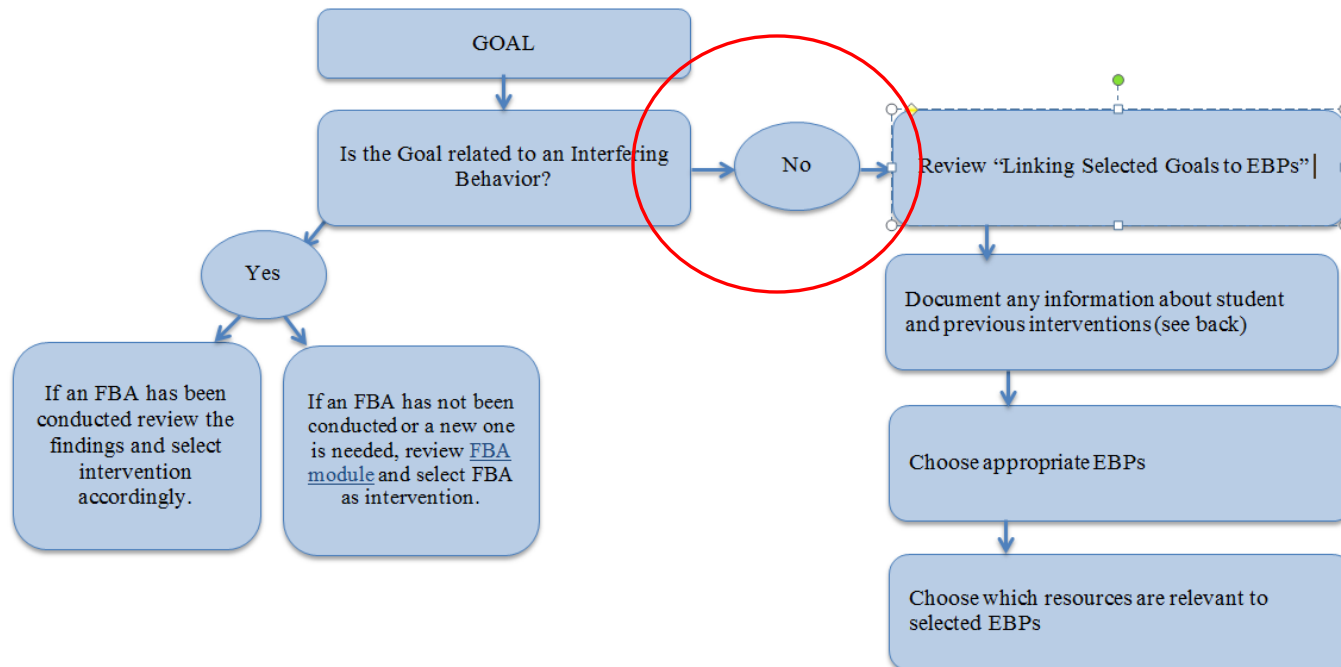
Steps of the Basic FBA

1. Identify a behavior of concern
 - Define in a way that is observable
 2. Identify predictors in the environment
 - Things that happen before and after
 3. Identify the function
 - Why does that happen?
-
4. Teach a replacement behavior
 - What is appropriate way to get same function?
 5. Change the environment to prevent behavior
 - What could make the problem not happen?
 - What consequences are functional?

Let's Practice the Process

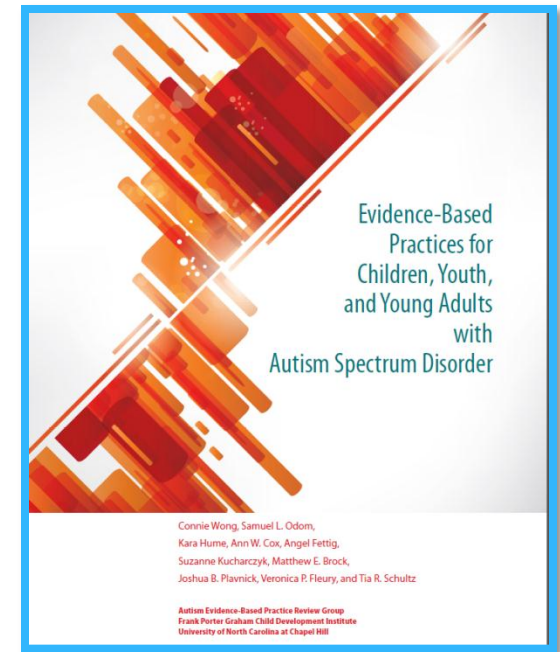
Independence and Behavior Planning Flow Chart

Decide on the most appropriate intervention or strategy to address the selected goal using the following flowchart.



Selecting the Evidence-Based Practice (EBP)

- * Use Evidence-Based Practices
 - * 27 identified by the National Professional Development Center



Current Review: NPDC



27 Evidence-Based Practices			
Antecedent –Based Interventions	Functional Communication Training	Prompting	Structured Play Groups
Cognitive Behavior Intervention	Modeling	Reinforcement	Task Analysis
Differential Reinforcement	Naturalistic Interventions	Response Interruption/Redirection	Technology-Aided Instruction/Intervention
Discrete Trial Teaching	Parent-Implemented Interventions	Scripting	Time Delay
Exercise	PECS	Self-Management	Video Modeling
Extinction	Peer-Mediated Instruction/Intervention	Social Narrative	Visual Supports
Functional Behavioral Assessment	Pivotal Response Training	Social Skills Training	

How do we decide which EBP to use?

- * Ask: What is our goal/objective targeting?
 - * Consider the specific goals and related objectives
- * Ask: What are our options?
 - * Look at the domain of behavior to which the specific goal relates



Let's Practice the Process

 Domain: Transition	
CSESA Core Components <ul style="list-style-type: none"> <input type="checkbox"/> Self-Directed IEPs <input type="checkbox"/> Work-Based Learning Experiences <input type="checkbox"/> Transitioning Together (families) 	
Subdomain: Problem Solving & Goal Setting	
SKILLS/BEHAVIORS	EVIDENCE BASED PRACTICES
 <ul style="list-style-type: none"> <input type="checkbox"/> Seeks help from peer when appropriate <input type="checkbox"/> Seeks help from adults when appropriate <input type="checkbox"/> Identifies/defines a problem in structured and unstructured school/community settings <input type="checkbox"/> Generates possible solutions to problem, selects solution, and carries out solution <input type="checkbox"/> Identifies goals related to life after high school <input type="checkbox"/> Makes choices that match identified college/career goals <input type="checkbox"/> Communicates goals and choices to others at appropriate time <input type="checkbox"/> Tells staff about necessary accommodations/modifications <input type="checkbox"/> Manages free time appropriately <input type="checkbox"/> Other: 	<div style="display: flex;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; margin-right: 5px;">Foundational EBP</div> <ul style="list-style-type: none"> <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Prompting <input type="checkbox"/> Reinforcement <input type="checkbox"/> Task analysis <input type="checkbox"/> Time delay <input type="checkbox"/> Antecedent-based interventions <input type="checkbox"/> Computer-aided instruction <input type="checkbox"/> Functional communication training <input type="checkbox"/> Naturalistic interventions <input type="checkbox"/> Parent-implemented intervention <input type="checkbox"/> Peer-mediated instruction/intervention <input type="checkbox"/> Picture Exchange Communication System <input type="checkbox"/> Scripting <input type="checkbox"/> Self-management <input type="checkbox"/> Social narratives <input type="checkbox"/> Social skills groups <input type="checkbox"/> Technology aided instruction and intervention <input type="checkbox"/> Video modeling/Modeling <input type="checkbox"/> Visual supports </div>

- The **skills** being taught
- Your **program strengths/needs**
- The learner's **interests and motivators**
- **Supports** already in place
- **History** of what has and has not worked

Let's Practice the Process

Optional Considerations to Assist in EBP Selection

Prior to intervention selection, it is important to consider how the student's strengths, preferences and characteristics should influence intervention selection and implementation. *Note: if not sure or need additional information check with the student if applicable.*

Communication Skills: *How does this student routinely communicate with others?*

Difficulty initiating, limited verbal skills

Preferences: *What are the student's likes and dislikes? Who does the student enjoy interacting with (e.g. peers, staff, other)?*

Painting, soda (don't disturb food routines), cooking, gym

Other Personality Traits or Characteristics: *What other things are important to note? What does the student do well?*

Painting, soda (don't disturb food routines), cooking, gym

Program Strengths/Supports Already in Place:

Autism specialist has training on picture exchange communication (PECS)

Consider interventions or strategies that have been tried in the past to address the selected goal: *What was the intervention? What worked? What didn't work?*

Some PECS; Will sometimes use a device but will push button over & over when staff is not nearby

Let's Practice the Process



Domain: **Transition**

CSESA Core Components

- ☐ Self-Directed IEPs
- ☐ Work-Based Learning Experiences
- ☐ Transitioning Together (families)

Subdomain: **Problem Solving & Goal Setting**

SKILLS/BEHAVIORS

- ☐ Seeks help from peer when appropriate
- ☐ Seeks help from adults when appropriate
- ☐ Identifies/defines a problem in structured and unstructured school/community settings
- ☐ Generates possible solutions to problem, selects solution, and carries out solution
- ☐ Identifies goals related to life after high school
- ☐ Makes choices that match identified college/career goals
- ☐ Communicates goals and choices to others at appropriate time
- ☐ Tells staff about necessary accommodations/modifications
- ☐ Manages free time appropriately
- ☐ Other:

EVIDENCE BASED PRACTICES

Foundational EBP

- ☐ [Differential reinforcement](#)
- ☐ [Prompting](#)
- ☐ [Reinforcement](#)
- ☐ [Task analysis](#)
- ☐ [Time delay](#)
- ☐ [Antecedent-based interventions](#)
- ☐ [Computer-aided instruction](#)
- ☐ [Functional communication training](#)
- ☐ [Naturalistic interventions](#)
- ☐ [Parent-implemented intervention](#)
- ☐ [Peer-mediated instruction/intervention](#)
- ☐ [Picture Exchange Communication System](#)
- ☐ Scripting
- ☐ [Self-management](#)
- ☐ [Social narratives](#)
- ☐ [Social skills groups](#)
- ☐ [Technology aided instruction and intervention](#)
- ☐ [Video modeling/Modeling](#)
- ☐ [Visual supports](#)

PRISM Process

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Full GAS Goal

Current level of performance	During a week of school, staff counted Levi asking for help by saying “I need help” an average of 2 times a day. He got out of his seat once during that week with prompting.
Initial Benchmark	Using a visual picture with “I need help” printed and prompt from staff, Levi will ask for help when needed once 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.
Secondary Benchmark	Using a visual picture with “I need help” printed, Levi will independently ask for help when needed once 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.
Annual Goal	Using a visual picture with “I need help” printed, Levi will independently ask for help when needed 3 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.
Exceeds Annual Goal	Using a visual picture with “I need help” printed, Levi will independently ask for help when needed 5 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.

Planning & Implementing Intervention

PHASE 2-f: Plan Implementation

The Core Team and any additional Team Members who will be a part of implementation decide on the *who, when, and how* of intervention implementation.

PRIORITY Goal 1:					
Interventions	How to implement	Who will implement	When/Where	How will data be gathered? By whom? <input type="checkbox"/> Fidelity <input type="checkbox"/> Student progress	Other
Resources Needed (technology, visuals, etc.):					
Professional Development Needed:	What form (coaching, training, modules, etc.):		For Whom:		

Planning & Implementing Interventions

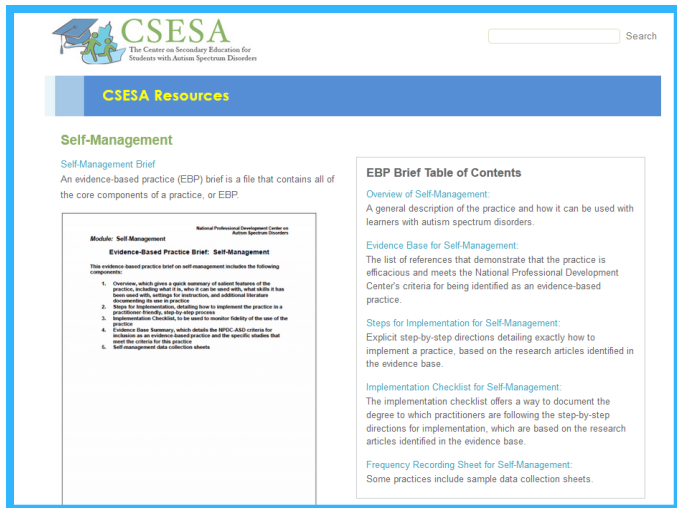
- * Determine resources & professional development needed

Evidence Based Practice Briefs

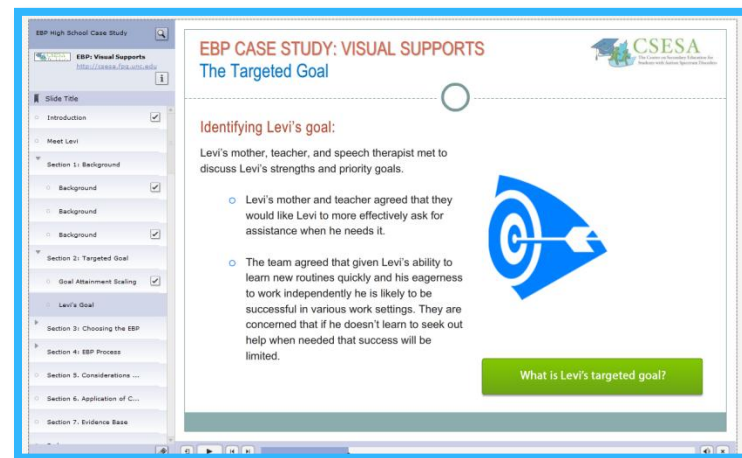
<http://csesa.fpg.unc.edu/resources>

EBP Case Studies

<http://csesa.fpg.unc.edu/resources>



The screenshot shows the CSESA Resources page. The header includes the CSESA logo and a search bar. The main content area is titled "Self-Management" and includes a "Self-Management Brief" section. This section describes an evidence-based practice (EBP) brief as a file that contains all of the core components of a practice, or EBP. It lists the components of an EBP brief: Overview, Steps for Implementation, Implementation Checklist, Evidence Base Summary, and Frequency Recording Sheet. The "Evidence Base Summary" section is expanded, showing a list of references that demonstrate the practice is efficacious and meets the National Professional Development Center's criteria for being identified as an evidence-based practice.



The screenshot shows the EBP Case Study: Visual Supports page. The header includes the CSESA logo and a search bar. The main content area is titled "EBP CASE STUDY: VISUAL SUPPORTS" and "The Targeted Goal". It includes a section titled "Identifying Levi's goal:" which describes the goal of the intervention. The goal is to help Levi's mother and teacher agree that they would like Levi to more effectively ask for assistance when he needs it. The page also includes a "What is Levi's targeted goal?" button.

Planning & Implementing Interventions

- * Determine resources & professional development needed

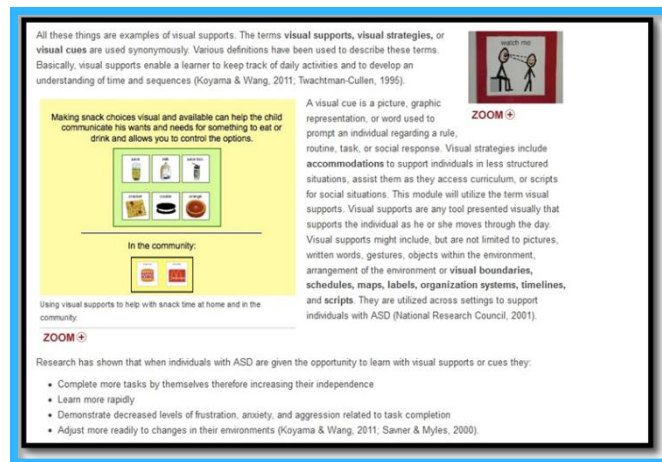
On-line Modules

Constructed on-line modules in collaboration with Ohio Center for Autism & Low Incidence Disabilities (OCALI) and the Autism Internet Modules (AIM); Need to set up an account

<http://www.autisminternetmodules.org>

EBP Trainings

Library of trainings on EBPs



Learning Objectives for Visual Supports

As a result of this presentation, practitioners will:

1. describe the evidence that supports the use of visual supports.
2. identify skills that can be promoted through the use of visual supports.
3. explain the different types of visual supports and when they might be used.
4. understand how to implement the steps of visual supports as intended.
5. discuss importance of fidelity of implementation and progress monitoring when using visual supports.

Goal 1:	<i>Using a visual picture with “I need help” printed, Levi will independently ask for help when 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.</i>			
Interventions	How to implement	Who will implement	When/Where	How will data be gathered? By Whom?
Visual supports Prompting Reinforcement Team considering – PECS as a useful process since Levi has experience with PECS and some success although inconsistent				
Resources Needed (technology, visuals, etc.:				
Professional Development Needed:	What form (coaching, training, modules, etc.):	Team to review prompting and reinforcement module with CSESA Coach; review fidelity checklists; Special Ed teacher to teach team about PECS and visual supports using module and fidelity checklists	For Whom:	All those implementing

Goal 1:	<i>Using a visual picture with “I need help” printed, Levi will independently ask for help when 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.</i>			
Interventions	How to implement	Who will implement	When/Where	How will data be gathered? By Whom?
Visual supports Prompting Reinforcement Team considering – PECS as a useful process since Levi has experience with PECS and some success although inconsistent	<ol style="list-style-type: none"> 1. Create “I need help” card 2. Use prompting and reinforcement to teach Levi to use visual to access assistance using “I need help” card during work & class jobs (e.g. wiping shelves) 3. Prompt Levi to get out of his seat, walk to his communication partner (the teacher, speech therapist, peer, etc.), and present the card. 4. Ms. Bernard to teach to Levi first in class until he reaches first GAS criterion 5. Create opportunities for Levi (modify environment so asking for help is required) – prompt for getting attention and prompt for handing request 6. Once first GAS criterion reached Bernard and autism consultant will prep Mr. Meeks and Mr. Brady 			
Resources Needed (technology, visuals, etc.):	Create visuals – ask peer buddy to help Lamination Data sheets- CSESA Coach to provide			
Professional Development Needed:	What form (coaching, training, modules, etc.): Team to review prompting and reinforcement module with CSESA Coach; review fidelity checklists; Special Ed teacher to teach team about PECS and visual supports using module and fidelity checklists	For Whom:	All those implementing	

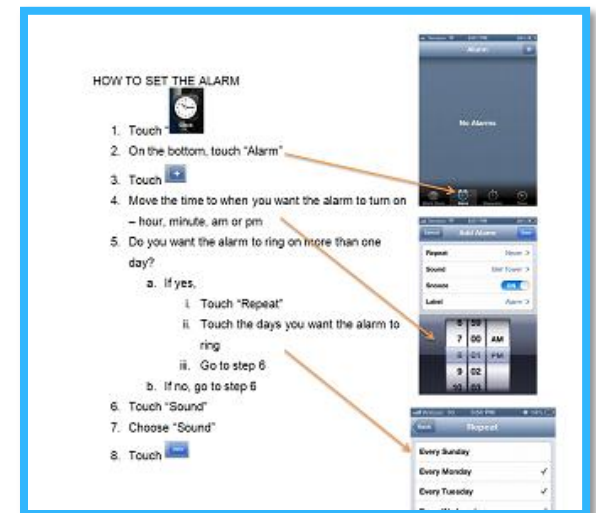
Goal 1:	<i>Using a visual picture with “I need help” printed, Levi will independently ask for help when needed 4 times a day by getting out of his seat, finding someone (any teacher, assistant, peer), and giving them the “I need help” card for 3 out of 4 consecutive days.</i>			
Interventions	How to implement	Who will implement	When/Where	How will data be gathered? By Whom?
Visual supports Prompting Reinforcement Team considering – PECS as a useful process since Levi has experience with PECS and some success although inconsistent	<ol style="list-style-type: none"> 1. Create “I need help” card 2. Use prompting and reinforcement to teach Levi to use visual to access assistance using “I need help” card during work & class jobs (e.g. wiping shelves) 3. Prompt Levi to get out of his seat, walk to his communication partner (the teacher, speech therapist, peer, etc.), and present the card. 4. Ms. Bernard to teach to Levi first in class until he reaches first GAS criterion 5. Create opportunities for Levi (modify environment so asking for help is required) – prompt for getting attention and prompt for handing request 6. Once first GAS criterion reached Bernard and autism consultant will prep Mr. Meeks and Mr. Brady 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. In classroom 2. In PE 3. On Job 4. At home 	<ul style="list-style-type: none"> • Fidelity: on prompting, reinforcement, & PECS- weekly by CSEA coach & Ms. Bernard • Student outcomes: weekly towards GAS goals by CSEA coach & all team members implementing
Resources Needed (technology, visuals, etc.):	Create visuals – ask peer buddy to help Lamination Data sheets- CSEA team member to provide			
Professional Development Needed:	What form (coaching, training, modules, etc.):	Team to review prompting and reinforcement module with CSEA Coach; review fidelity checklists; Special Ed teacher to teach team about PECS and visual supports using module and fidelity checklists	For Whom:	All those implementing

Implement Intervention

- * After receiving necessary professional development
- * Team member work with student on priority goal **30 minutes per week**
 - * In classrooms
 - * During advisory period
 - * During academic strategies/study skills
 - * During lunch/break
 - * At job site
 - * Anywhere!

Implement Intervention

- * Teach in smaller setting first if appropriate, then generalize to larger setting
- * Emphasize use of technology if appropriate



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”.



What can implementation look like?



I need the wipes.



I need a calculator.

PRISM Process

PROFESSIONAL DEVELOPMENT

Training and Coaching

ASSESSMENT

School & Student

PLANNING

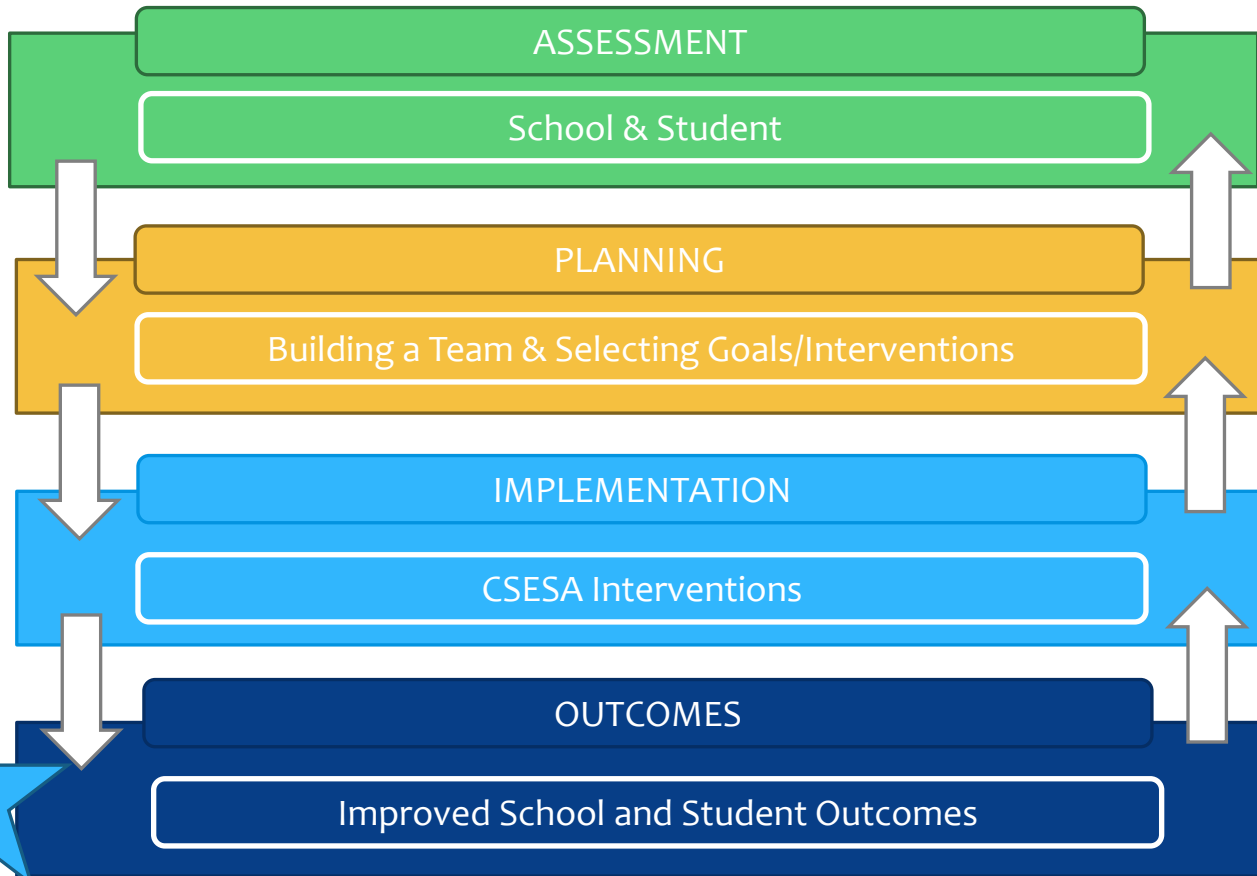
Building a Team & Selecting Goals/Interventions

IMPLEMENTATION

CSEA Interventions

OUTCOMES

Improved School and Student Outcomes



Ongoing Monitoring

Fidelity of implementation

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

Helps teams know how the intervention is implemented and if it is being implemented the way the way it was designed (and how things may need to be modified or adjusted).

Module: Picture Exchange Communication System (PECS)

[illegible]

Ongoing Monitoring

Student performance

Helps us know if student is making progress, if intervention needs to be adjusted

Chart progress on GAS goals

Date	Take "I need help card"	Move to communication partner	Give the card and/or say "I need help"	Wait for response before moving away	Notes
3/15	PP VP	PP	I	I	
3/15	PP	PP	PP	I	
3/15	PP	o			L found wipes/need to hide better
3/16	PP	I	I	I	😊
3/16	PP	I	I	I	
3/16	PP	I	I	I	
3/16	PP	I	I	I	Move visual closer? Make more clear? Prompt not working?
3/17	PP	I	I	I	Implemented Time Delay / changed visual
3/17	PP	I	I	I	
3/17	PP	I	I	I	
3/18	PP	I	I	I	
3/18	I	I	I	I	HOORAY! 😊
3/18	I	I	I	I	
3/19	I	I	I	I	
I – independent PP – physical prompt VP – verbal prompt o – error/issue					

Scored on GAS Goal

Current level of performance	During a week of school, staff counted Levi asking for help by saying “I need help” an average of 2 times a day. He got out of his seat once during that week with prompting.
Initial Benchmark	Using a visual picture with “I need help” printed and prompt from staff, Levi will ask for help when needed once 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.
Secondary Benchmark	Using a visual picture with “I need help” printed, Levi will independently ask for help when needed once 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.
Annual Goal	Using a visual picture with “I need help” printed, Levi will independently ask for help when needed 3 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.
Exceeds Annual Goal	Using a visual picture with “I need help” printed, Levi will independently ask for help when needed 5 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.

3/16, 3/17,
3/18

Working on this,
3/18 & 3/19

Implementation Examples

- * Mike: sophomore, in general education for all classes
- * Mom, student, autism consultant, Gen Ed Eng II teacher completed SSSC
- * SSSC Goals: 05: Steps to complete assignment, completing assignments on time



Implementation Examples



Domain: **Independence Behavior**

CSEA Core Components

- ☐ Orientation to school (for student)
- ☐ Orientation to student (for staff)

Subdomain: **Organization**

SKILLS/BEHAVIORS

- ☐ Accesses and follows daily schedule
- ☐ Uses tools to keep track of assignments/work tasks and/or scheduling
- ☐ Brings appropriate materials to assigned location
- ☐ Materials/work space are organized
- ☐ Identifies steps required to complete assigned activities; completes assigned activities
- ☐ Moves to next destination or next activity on time
- ☐ Requests/initiates meetings with work groups, staff as appropriate
- ☐ Other:

EVIDENCE BASED PRACTICES

Foundational EBP

- ☐ [Differential reinforcement](#)
- ☐ [Prompting](#)
- ☐ [Reinforcement](#)
- ☐ [Task analysis](#)
- ☐ [Time delay](#)
- ☐ [Parent implemented interventions](#)
- ☐ [Self-management](#)
- ☐ [Social narratives](#)
- ☐ [Technology aided instruction and intervention](#)
- ☐ [Video modeling/Modeling](#)
- ☐ [Visual supports](#)

Implementation Examples

- * Met in Academic Strategies class to teach task analysis-
- * Used visual supports to teach concept, along with prompting, reinforcement

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



8

Let's practice

- What are the steps to your vocabulary assignment in English each week?
 - Let's type them out
 - Check them off when done!
- How could you use this in class?



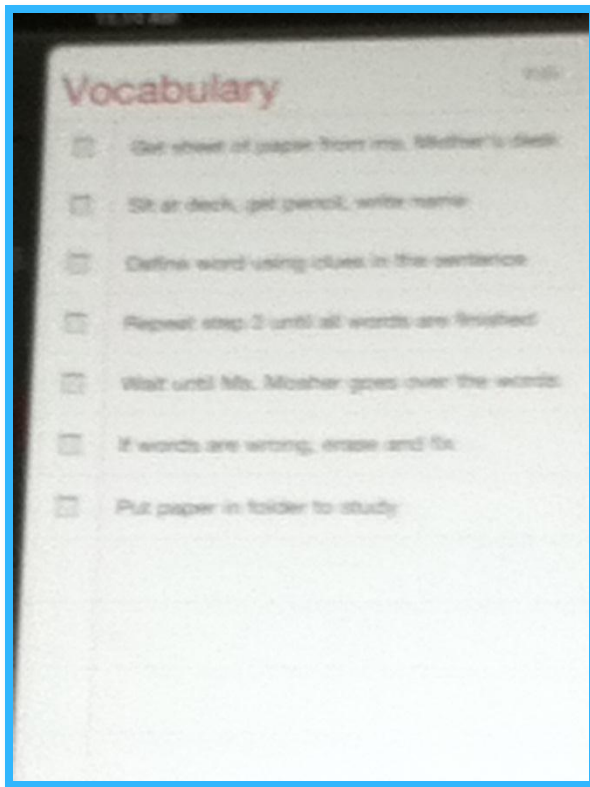
9

When there is an assignment...

1. Break it down into steps
2. Type steps into ipad
3. Complete steps by checking off
 - What if you don't know a step or need help?
4. Turn assignment in!

Implementation Examples

- * Went to Eng II class



ngrade

My Classes My Messages My Account Help/Contact Log Out

EI 005 / GP1

Settings Students Gradebook Calendar Attendance Citizenship

New Assignment New Grading Period Print Gradebook Print Student Reports Export to Excel

Assignments 1 to 8 of 109 NEXT >>>

Student	ID	Grade	Per	Grammar Final	Oral Pres. #3	Timed Writing Practice #3	Reading test 3	Novel: Final Assessment	Paper #2, Final	DRJ27	DRJ 26
Julr Al-Kaa	0551	F	56%	54	95	ABS	48	60	0	0	
mis Al-Kaa	8099	F	46%	35	86	1.5	33	0	0	0	
ula Alarwa	5363	F	53%	85	92	2.5	79	0	0	0	
Jim Almehe	8724	S	70%	80	96	1.5	79	95	0	1	
Choi	7144	S	81%	77	93	2.5	83	E	94	0	
Inbar	7215	S	82%	74	75	3	85	E	89	1	

- * Saw improvement in:
 - * Writing his name & turning in assignments (they were steps in all task analyses)
 - * Asking for help when stuck (in task analysis)

Questions



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The Center on Secondary Education for Students with Autism Spectrum Disorder

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CSESA Advisory Board Meeting
CSESA Advisory Board members and CSESA team members gathered in Chapel Hill, NC to talk about lessons learned from our first year pilot studies and look ahead to Year 2 and beyond.
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Learn about the CSESA social component at the ASHA Convention



Learn about the social and transition & family components of CSESA at the DCDT conference



NEW!!! Autism resource for high school teachers - Guide with video links



Welcome to CSESA - San Diego State University



Employment for Adults with ASD - CSESA Advisory Board Member Lori Ireland on CNBC



Complexities of High School Settings - Poster about CSESA at GIC

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The Center on Secondary Education for Students with Autism Spectrum Disorder (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.



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Education

The Center on Secondary Education for Students with Autism Spectrum Disorders (CSESA) is a multi-site research and development center.

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