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

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Autism Society of America

2013

CSESA Overview

- The Center

- Research

- Leadership

- Supplemental Studies

- Year One Focus Groups

- Study Implications

- Wider Implications

CSESA

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."

FOR YOUR SUBJECTS
WHEN THEY GRADUATE:
 1) SOMETHING TO DO
 2) SOMEWHERE TO BE
 3) SOMEONE TO LOVE.
    GOOD LUCK !!
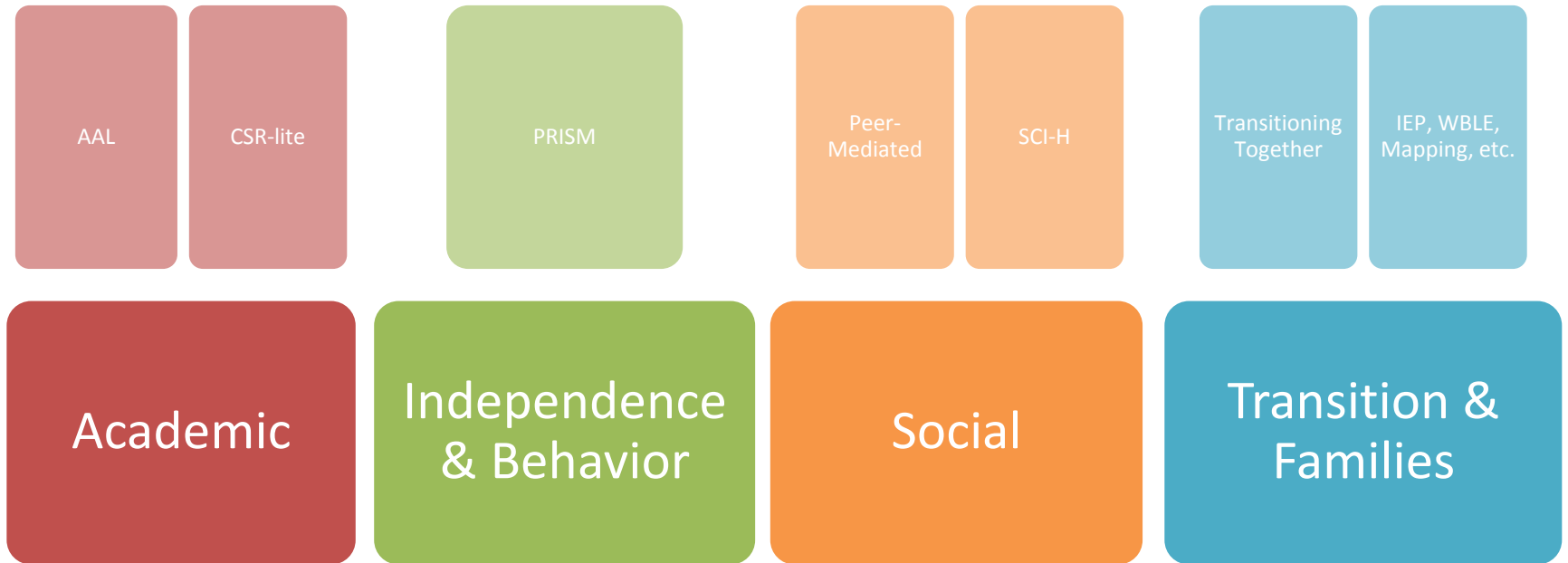
CSESA RESEARCH

CSESA Components

| AAL | CSR-lite | PRISM | Peer-Mediated | SCI-H | Transitioning Together | IEP, WBLE, Mapping, etc. |

| Academic | Independence & Behavior | Social | Transition & Families |

CSESA Foundations

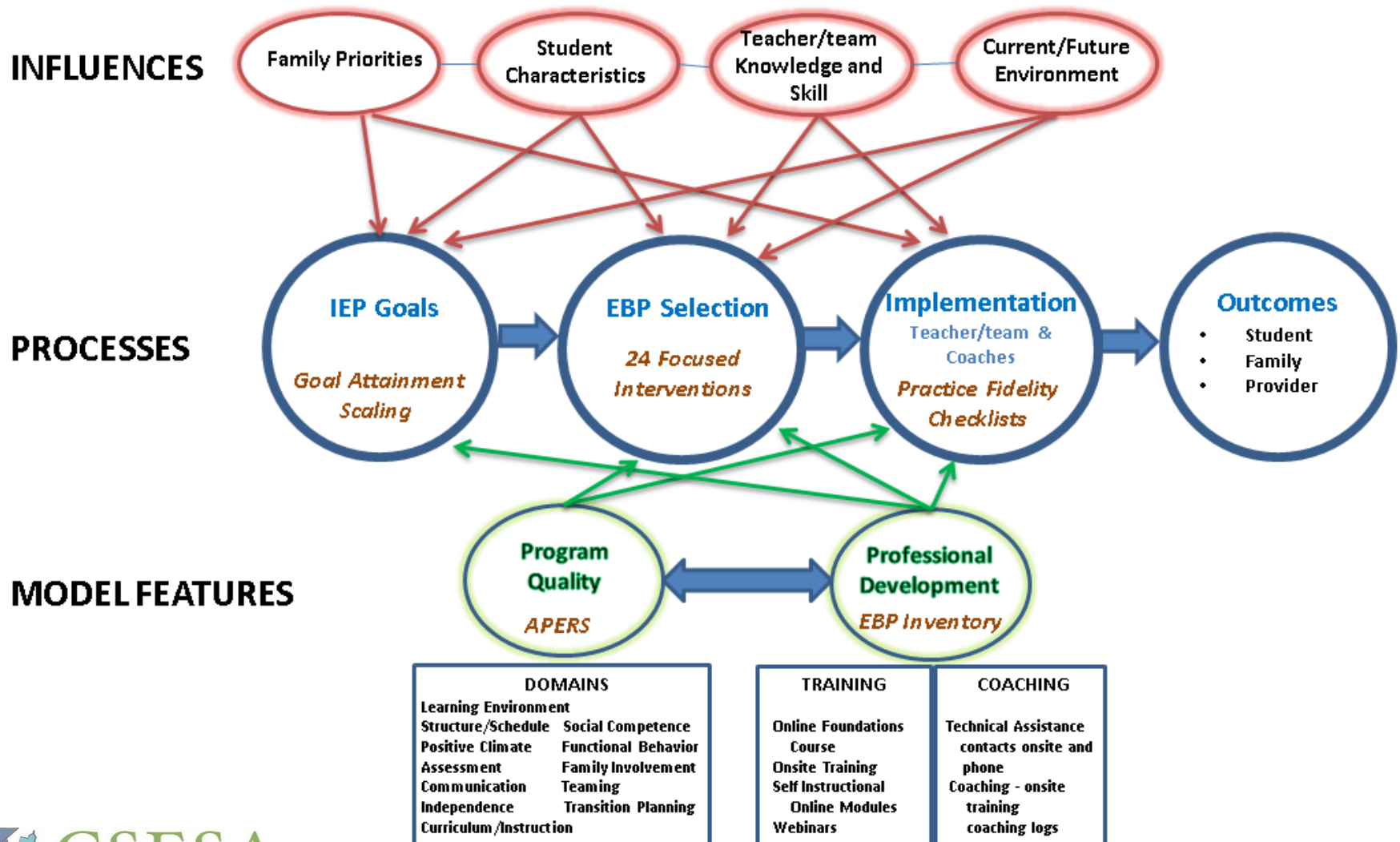| Online Course | APERS | GAS | Training | Coaching |

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

CSESA

NPDC – ASD Model Framework

HIGH SCHOOL STUDENTS WITH ASD

1. Collaborative Strategic Reading–Lite (CSR-Lite)

-improves expository text reading through strategy instruction and peer collaboration

Below grade level readers (may take general or modified state assessments)

Goal is improvement of reading expository text at student's instructional level

2. Alternative Achievement Literacy (AAL)

-provides access to and comprehension of text through adaptations, modifications, and technology

Very low/non-readers (may take alternate assessment)

Goal is improvement of listening comprehension for passages of text

Collaborative Strategic Reading–Lite:

A multicomponent reading comprehension strategy with a cooperative learning component

- **Target Population:** High school students with ASD who a) are accessing primarily academic content across the school day; b) read on a least a second grade level; and c) have an IQ in the low average to above average range (80 and above)

- **Target Outcomes/Skills:** Improved reading comprehension of informational text

- **Adaptations:** Peer-pairing, visual cueing, prompting

- **Materials:** learning logs, checklists, text at instructional reading level

- **Implementation:** 30 minutes sessions/2 to 3 x per week plus a 30- minute tutorial for target students once a week

Alternative Achievement Literacy:

A multicomponent comprehension strategy using listening, technology, and entry level reading skills

- **Target Population:** High school students with ASD who: a) are nonreaders or entry level readers, b) who focus on alternate achievement of grade-level content, and c) who may have a concurrent intellectual disability

- **Target Outcomes/Skills:** Improved understanding of narrative or informational text

- **Adaptations:** Read-aloud using technology or person support, text summary at reduced reading level (optional), systematic instruction in locating answer in text, sight word learning

- **Materials:** Text summary (hardcopy) or website, response boards (pictures or words), data sheet

- **Implementation:** 30 minute sessions of training in answering questions related to text summary or website

What is PRISM?

PRISM is a process that supports school staff in selecting goals and interventions to support optimal outcomes for our students. PRISM helps school teams ensure that goals are aligned with transition plans and link directly to postsecondary success

"These students finish college and then go and sit on the couch…"

- parent of an adolescent with ASD

PRISM: Personal Responsibility, Independence, and Self-Management

Behaviors

"Pro-social" Behaviors

- Personal responsibility & independence
- Community engagement
- Self-management

Interfering Behaviors

- Behavioral
- Emotional

Team Development

Assessment

Secondary School Checklist

Functional Behavior Assessment

-OR-

FBA-lite

Team Meeting

Planning

Intervention Selection

- Align with IEP & Transition Plan
- EBP linking document

Intervention

Intervention & Implementation

- Use EBPs
- Progress monitoring using GAS

Team Meeting

Ongoing Coaching

What is PRISM?

- Target Population: All students with ASD who would benefit from support in increasing independence

- Target Outcomes/Skills: Improvement in PRISM behaviors as measured by VABS, SIS

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The PRISM Process

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

Domain: Personal Responsibility & Independence

SUBDOMAIN: ORGANIZATION

		Skill Evaluation					Priority Ranking		
		Not like student	Like student	Much like student	N/O	N/A	No concern	Some concern	Major concern
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*	0	1	2	3	4	0	1	2
O2.	Uses tools to document assigned work and/or scheduling information *Note: Format may vary (e.g planner, calendar, technology, putting information in backpack)*	0	1	2	3	4	0	1	2
O3.	Uses organizational system to document work completion *Note: Format may vary (e.g. work system, planner, checklist, system to track grades, syllabus)*	0	1	2	3	4	0	1	2
O4.	Brings appropriate materials to assigned location *Note: Includes bringing home and turning in homework, bringing supplies to class*	0	1	2	3	4	0	1	2
O5.	Materials/work space are organized *Note: Includes neat paperwork, tidy work space*	0	1	2	3	4	0	1	2
O6.	Identifies steps required to complete assigned activities* *Note: Includes breaking down larger projects into smaller steps, sequencing steps, listing steps in organizational systems*	0	1	2	3	4	0	1	2
O7.	Begins assigned activities within allotted time*	0	1	2	3	4	0	1	2
O8.	Completes assigned activities within allotted time*	0	1	2	3	4	0	1	2
O9.	Returns materials to correct location at the end of activities	0	1	2	3	4	0	1	2
O10.	Arrives at assigned location or activity on time *Note: May include within classroom or across school/community*	0	1	2	3	4	0	1	2

CSESA

Secondary School Success Checklist

Key for Step 1: Skill Evaluation (left column)	Key for Step 2: Priority Ranking (middle column)
0= This is <u>NOT</u> like my student. • **My student is not/rarely able to demonstrate this skill with the supports I provide to the group** **1=This is <u>sort of</u> like my student.** • **My student is able to demonstrate this skill regularly with additional supports (e.g. individual attention, visual information, additional reminders, adjusted assignment) <u>AND/OR</u>** • **My student is able to demonstrate this skill sporadically with the supports I provide to the group.** **2=This is <u>very much</u> like my student .** • **My student is able to demonstrate this skill regularly with the supports I provide to the group** **N/O= I have <u>not observed</u> this skill area for my student** **N/A= This skill area is <u>not applicable</u> to my student**	0= <u>Not a concern</u> • Though the skill is not demonstrated consistently and or independently, it is not a concern or priority in this environment 1= <u>Minor concern</u> • Demonstrating this skill consistently and/or independently would be helpful in this environment 2= <u>Major concern</u> • Demonstrating this skill consistently and/or more independently is a requirement in this environment.

Secondary School Success Checklist

PRISM BEHAVIORS:

- **Personal 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*

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Ongoing Coaching

Team Meeting

The PRISM Process

Phase	Steps
1. **Plan Intervention**	**Meet** to a. **Review Checklist findings, Priority skills, and 3 Goals** b. **Scale priority goals** c. **Consider Student's Strengths and Preferences** d. **Review Previous Interventions** e. **Select Intervention**
2. **Implement Intervention**	**Meet** to a. **Plan implementation** b. **Review team support needs** c. **Gather necessary resources**

Interventions link to CSESA Foundations (NPDC) Evidence Based Practices

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Team Meeting

Ongoing Coaching

1. Peer Social Networks

2. Social Competency Intervention – High School

AAL | CSR-lite | PRISM | Peer-Mediated | SCI-H | Transitioning Together | IEP, WBLE, Mapping, etc.

Academic | Independence & Behavior | Social | Transition & Families

CSESA Foundations

Online Course | APERS | GAS | Training | Coaching

Peer and Social Component: Variation 1:
Peer Networks (TN)

What: Groups of 3-6 students (including 1 student w/ASD) meeting weekly during lunch or advisory to engage in a shared activity and practice social skills with facilitation from a school staff

Who: 6 students with ASD, 15 peers, 4 facilitators

Goals: Social interactions, initiations, social skills, friendships, and social contacts

Materials/training: Facilitator manual, group orientation, ongoing coaching

Peer and Social Component: Variation 2:
Peer Support Arrangements (CA)

What: One or more peers providing social and academic support to a student with ASD in an inclusive classroom with ongoing facilitation from a school staff

Who: 2 students with ASD, 4 peers, 5 facilitators

Goals: Social initiations, classroom etiquette and academic participation, generalizing socialization with other peers, expanding conversation topics

Materials/training: Facilitator manual, group orientation, peer support plan, ongoing coaching

Peer and Social Component: Variation 2:
Peer Support Arrangements (CA)

Early Findings

- Immediate increase in social exchanges between peer supports and target students following initial orientation and ongoing trainings; however, interactions during core academic/lecture-based instruction was limited

- Peer supports reported social initiations made by target students beyond inclusive general education classrooms

- Target students with ASD invited to several peer support meetings and enthusiastic participation observed

- High school staff facilitators responded eagerly to strategies that were outlined in the curriculum, but general education was minimal

Social Competence Intervention-High School (SCI-H) (Stichter and group)

What: 27 sessions of group-based social skills instruction (SCI-H); weekly lunch meetings with 2-4 peers and 1-2 students with ASD

Who: 4 students with ASD (3 accessing standard curriculum), 7 peers, 1 facilitator, 1 SCI instructor

Goals: Facial expressions and body language, conversation skills, perspective taking, emotions, problem solving, and increasing social interactions and contacts

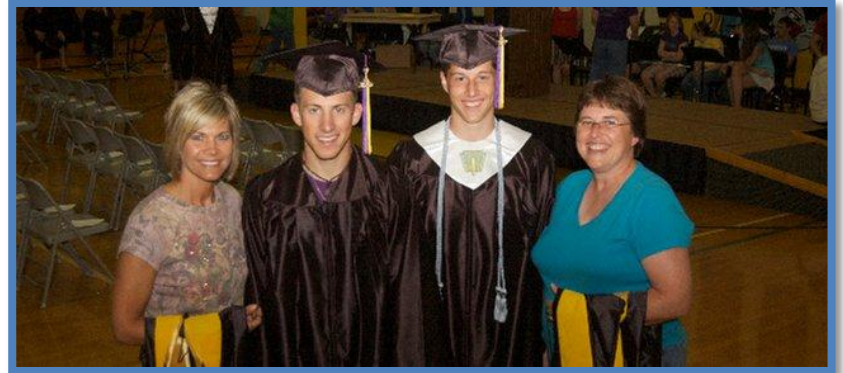**Materials/training:** SCI manual and training, SCI coaching, facilitator manual, group orientation

CSESA

Transition & Families
Parent support & education
Community/School mapping
Transition planning
Student involvement in IEP
Career development

CSESA Foundations
(building teams at the school, assessing program quality, training & coaching)

Description of Component

Target Population:

- All high school students with ASD

Target Outcomes/Skills:

- School staff can create Community and School Resource Maps
- School staff can write more I-13 compliant IEPs based on quality transition planning
- Students who actively participate in IEP meetings
- Students who are prepared for college and/or career via wor-based learning experiences
- Families who have knowledge about CSESA and the transition process and feel engaged and empowered

Materials & Training:

- Written and electronic procedures and forms

Implementation:

- By teachers, assistants, transition specialists, agency reps,…

Transition & Family Framework
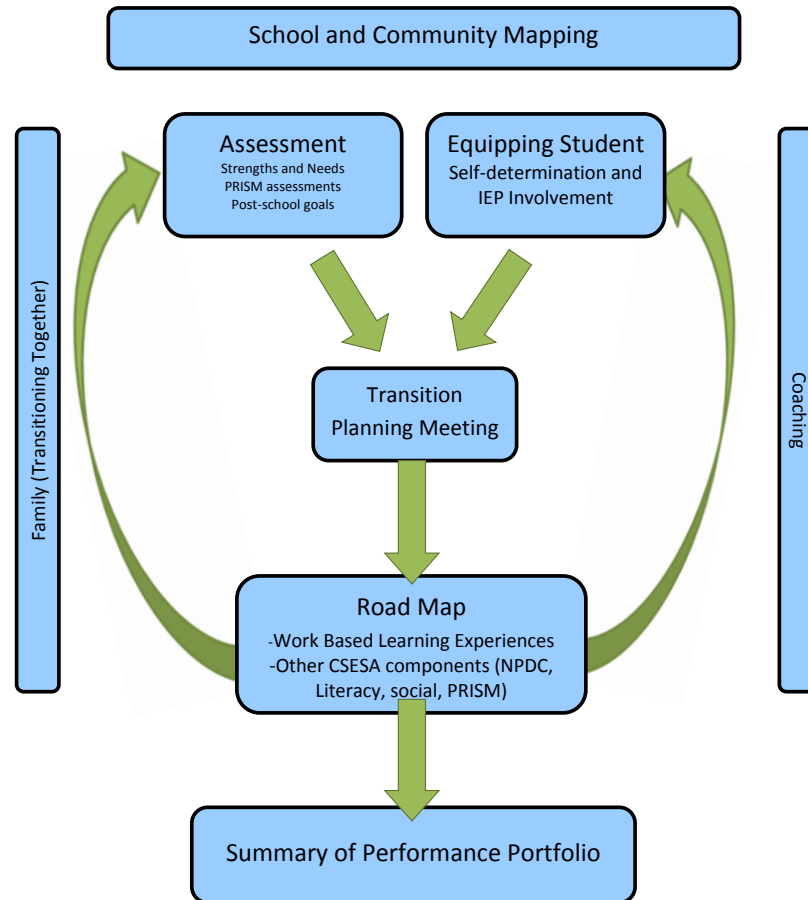
Community Mapping: It Takes A Village
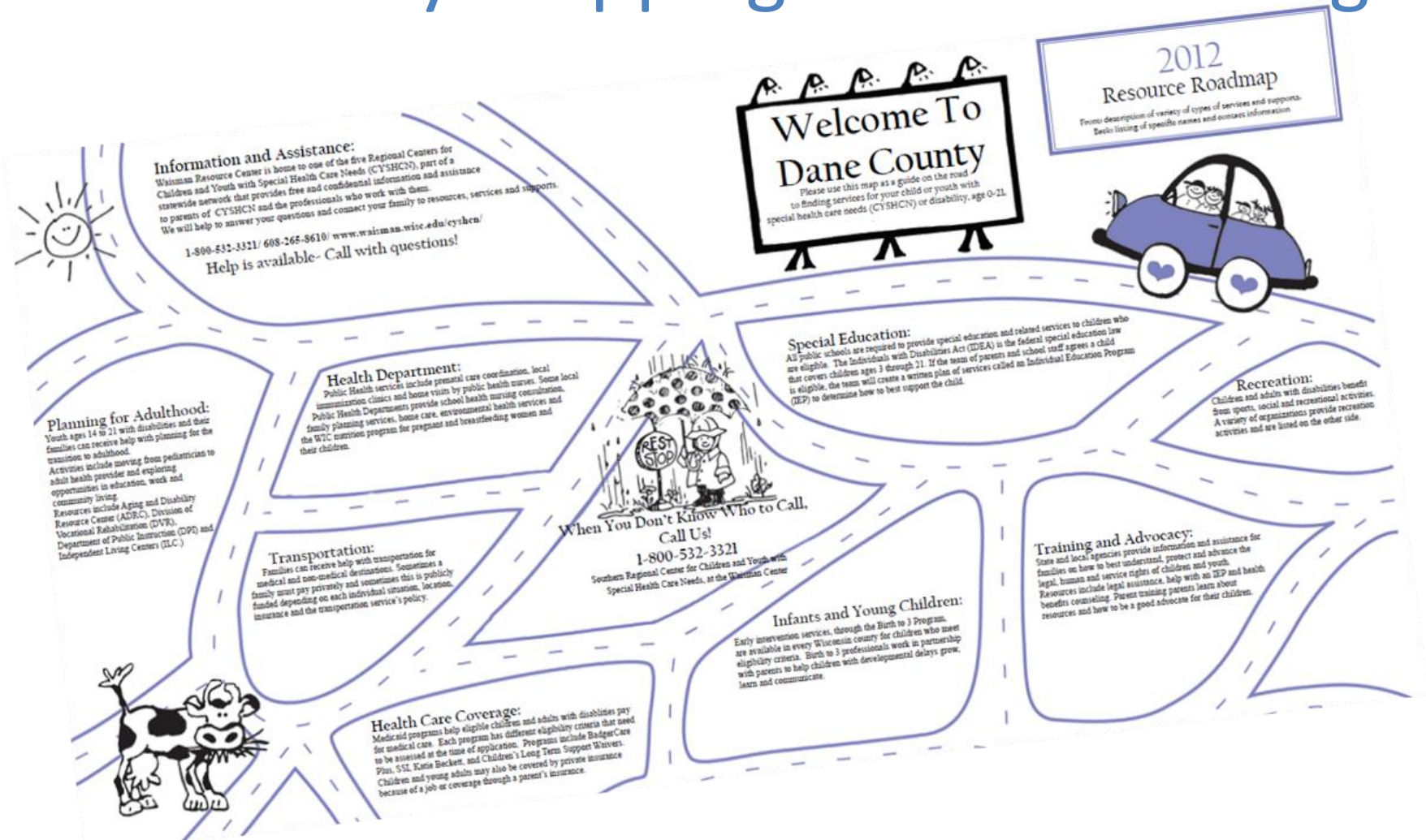
- Used for Transition Planning, Transitioning Together sessions, Work-based learning experiences, PRISM
- Information about Transportation, Special Education, Recreation, Planning for Adulthood, Training & Advocacy, Respite, Health Care Coverage, Health Department, Assistance, etc.

School Mapping

Benefits of School Mapping

- Effectively categorizes and utilizes school resources
- Used for
  - ➤ Transition Planning
  - ➤ Transitioning Together Sessions
  - ➤ Social Component
  - ➤ PRISM
  - ➤ Work-based Learning Experiences

Transition Planning

- Conducting transition assessment to Develop post-school goals
  - ❑ Post-School Goal Questions
  - ❑ Transition Service Questions
  - ❑ Courses of Study
  - ❑ Annual IEP Questions
  - ❑ Interagency Involvement Questions
- Planning/ writing IEPs that meet I-13 (legal) requirements

Student Directed Meeting Resources

- Self Directed IEP

- Self-Advocacy Strategy

- Whose Future is it Anyways?

Work Based Learning Experiences

Career-Focus
Career Exploration
Job-shadowing
Work Sampling
Service Learning
Internships
Paid Employment
Apprenticeship
Mentoring

College-Focus
Career Exploration
Job-shadowing
Work Sampling
Service Learning
Internships
Paid Employment
Apprenticeship
Mentoring

Students will participate in at least two per year

Family Support- Transitioning Together

Program Components

- 2 individual family "joining sessions"
- 8 multi-family weekly group sessions
- 8 sessions for teens (activities/curricula are flexible)

Program Goals

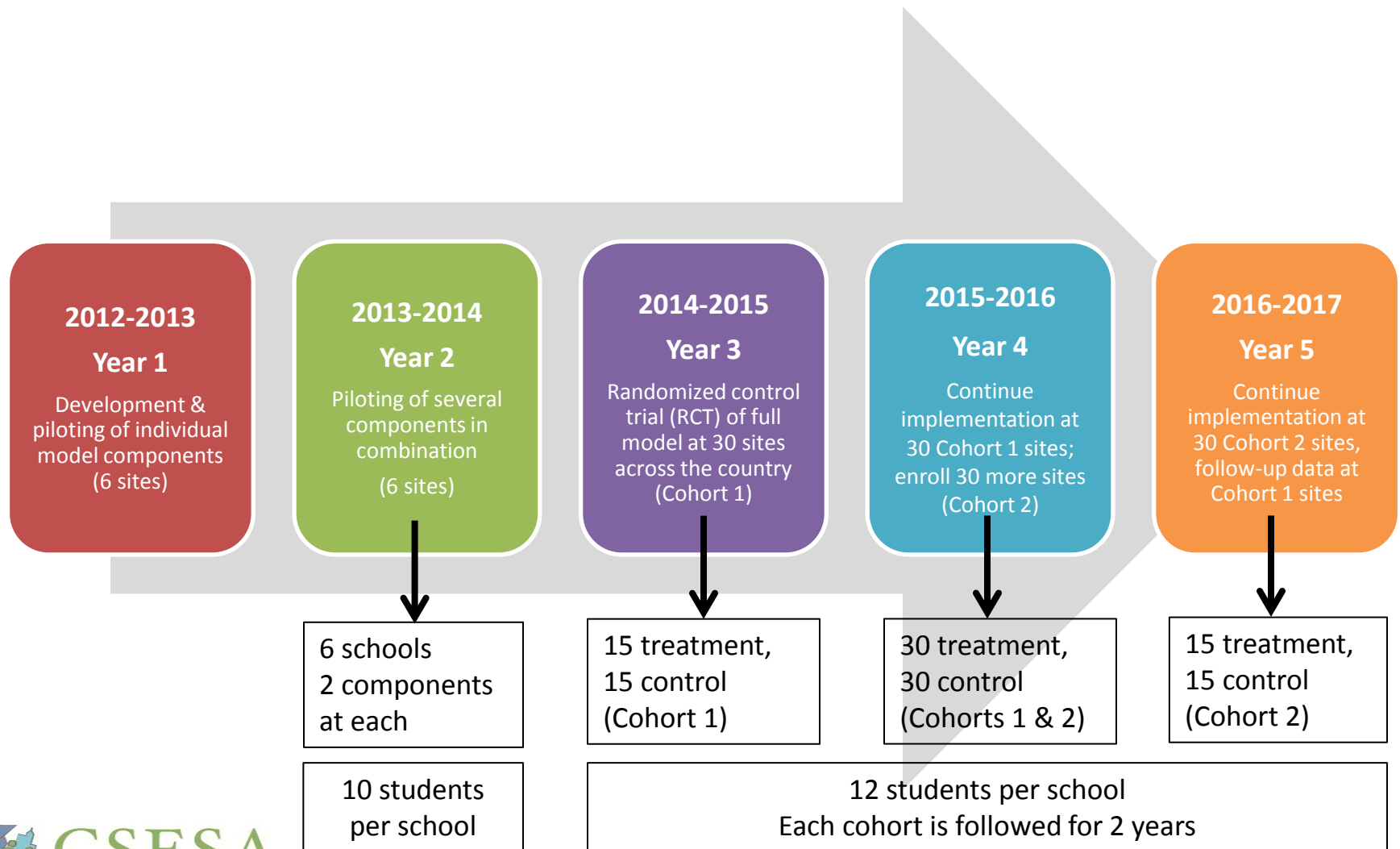- Provide education and support for parents
- Emphasize positivity and problem solving
- Share relevant resources and referrals based on results of school and community mapping

Transitioning Together Topics

- Autism in adulthood
- Transition planning
- Family Topics
- Problem-solving
- Risks to adult independence

- Community involvement
- Legal issues
- Risks to parental health and well-being

CSESA Study & Timeline

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

15 treatment,
15 control
(Cohort 1)

30 treatment,
30 control
(Cohorts 1 & 2)

15 treatment,
15 control
(Cohort 2)

10 students per school

12 students per school
Each cohort is followed for 2 years

CSESA

Year 1: Design Experiment Pilots

- **Key Questions and Considerations**

Date: _____ Participants: _____ Component: _____

<center>Design Experimentation Log – Weekly Team Meetings</center>

	Considerations/Guiding Questions		**Considerations/Guiding Questions**
Content	- Is content of component appropriate for H.S.? & students with ASD? - Describe level of difficulty - Does the content address a need? - Acceptability of content by students? Educators?	**CSESA Foundations Processes**	- Will GAS be helpful? - What parts of program quality (from the APERS) will be important for this component? - Anticipated use of fidelity checklists
Structure	- Consider the group size, space and room set-up, timing, etc. - Consider scheduling or structure variables within school/district that impact component (e.g. block schedule)	**Evidence-Based Practices**	- Which foundational EBPs will be important? - Which EBPs are already being used in the school? - How comfortable are the educators with the EBPs?
Strategies	- Were the strategies effective? - Well-received by the students? - Feasibility and acceptability of strategies in a high school setting?	**CSESA components** (Academic, PRISM, Social, Transitions & Families)	- How is the school already addressing this component? - Or other CSESA components? - How might this component overlap with other components?
Implementation	- What parts of implementation are critical? - Ease/difficulty of implementation? - Ideas to simplify implementation, considering who has skills to implement), availability to implement (e.g. when it is widely used?)	**Technology**	- How are you using technology? - What types of technology seem to be broadly available? How is the school already using technology? - Technology barriers within the schools
Other (e.g. changes made, things to remember)		**Data/Measures**	- What behaviors/constructs are impacted by this intervention? - What changes are you seeing? What measures seem helpful in capturing changes? - How willing are educators to participate in data collection?
Professional Development	- What types of training, coaching, and support will be necessary to train other sites, A-teams? - What would be the format for the PD? - Supports needed to reach fidelity?	**Student Factors**	- What population are you targeting? - How could this be expanded across the population of students with ASD? - How are the students responding to the intervention—affect, interest, etc.

*While these meetings focus on your *component*, feel free to include general observations about the *context* (i.e., high school program, school district, etc.) that will be pertinent to *future phases* of the study

Study Design

Year 2

- Purpose: examine feasibility of CSESA intervention and make additional revisions
- Method: Contrasting Features Design
- Intervention: CSESA Foundations + 2 components
- Participants:
  - 6 schools
  - 10 students per school
  - 8-16 school staff per school

Years 3-5

- Purpose: examine the efficacy of the CSESA intervention in high school settings
- Method: Randomized control trial
- Intervention: CSESA Foundations + 4 components
- Participants:
  - 60 schools (30 tx/30 control)
  - 12 students per school
  - 8-16 school staff per school
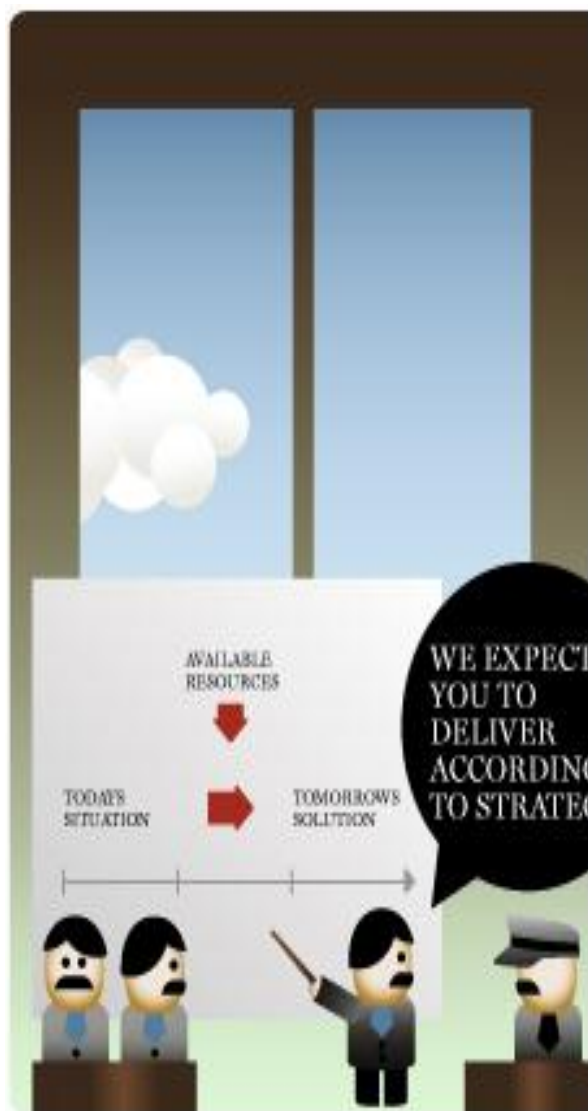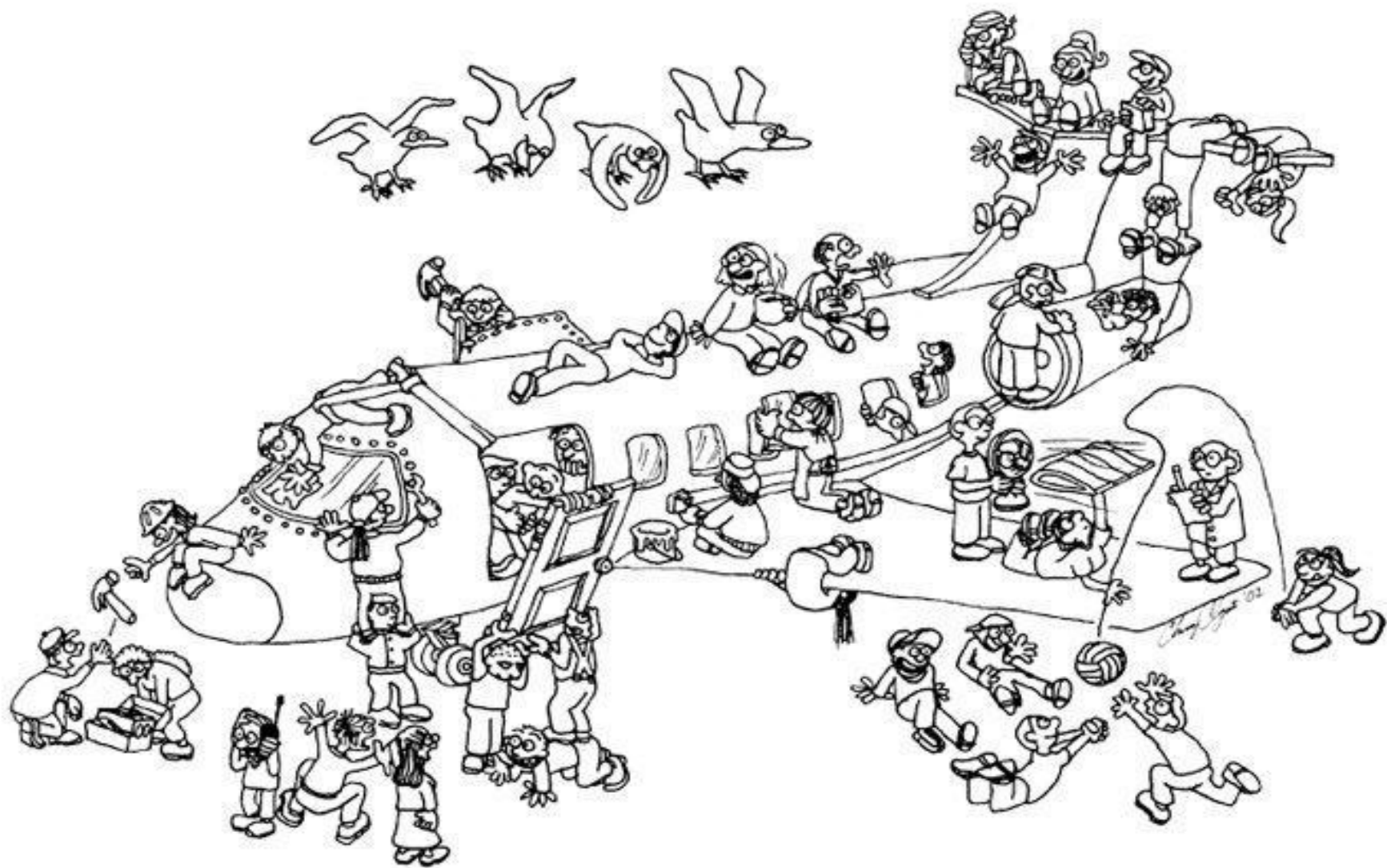
CSESA

CSESA
Year One Focus Groups

Purpose of Focus Groups

- Multiple Stakeholder Perspectives on:
  - Experiences of students with ASD in high school
  - Experiences educating and supporting students with ASD
  - Feedback on CSESA Components

Demographics

Focus Groups = 28
Participants = 153
Conducted across 5 sites in NC, TN, WI, TX

Year One Focus Group	
Stakeholder	*Number of Groups*
Administrator	5
Educator	10
Parent	9
Community Member/ Service Provider	3
Youth with ASD	1

	Families & Individuals		School Personnel		Other
	Parent/ Caregiver (n = 47)	Adolescent/ Young Adult (n = 6)	Educator (n = 46)	Administrator (n = 30)	Service Provider, Community Member (n = 24)
Race & Ethnicity					
White	38	4	34	27	20
Black	7	0	7	1	1
Multi-Race	1	1	2	0	1
Hispanic	2	0	5	2	2
Gender					
Male	2	5	7	2	2
Female	45	1	38	36	22
Age in years					
≤ 18	0	3	0	0	0
19-25	-	1	5	0	2
26-40	4	2	22	10	13
41-55	35	0	14	12	6
56 ≥	8	0	4	8	3

Stakeholders who have children with ASD (n = 58)   Child Age Range: 10 to 29 years   Mean 17.61

Format

- 6-8 participants per group
- Group based on predominant role (e.g., individual with ASD, parent, educator, admin)
- Presentation
  - CSESA model
  - Component
  - Questions / Discussions
- Trained facilitator, note taker, support staff
- Audio-taped (some video-taped)

Focus Group Questions

- What is missing?
- Students all along the autism spectrum?
- Already being implemented with students in your schools?
- What's working? What is not?
- Why not implemented? What stands in the way?
- Implementation challenges to prepare for?
- How align implementation with other interventions?
- Resources, supports, and information needed?

Resulting in Data, Data, Data

Focus Group Team

Research Questions

① How are the needs of adolescents with Autism Spectrum Disorder (ASD) currently being addressed in secondary schools?

② What particular considerations and challenges arise (or are anticipated) when implementing interventions for adolescents with ASDs?

③ What professional development, resources, and supports are needed to address the needs of adolescents with ASDs well?

Data Analysis Process

In Progress

Coding Team prepares transcripts for nVivo (e.g., tagging transcripts by CSESA component and stakeholder group), makes exact copies of project for the three **Coding Pairs**, and sets target dates for the process below

Coding Pair for Q1	**Coding Pair for Q2**	**Coding Pair for Q3**
Individually code same 5 transcripts to identify initial codes and themes for this question only	Individually code same 5 transcripts to identify initial codes and themes for this question only	Individually code same 5 transcripts to identify initial codes and themes for this question only
Meet as a pair to compile an initial framework	Meet as a pair to compile an initial framework	Meet as a pair to compile an initial framework

Coding Team meets to share initial coding framework and definitions, feedback provided by other coding pairs (who read the same transcripts), revisions are made as needed, and research questions revised (if needed)

Individually code half of remaining transcripts, building upon initial coding framework	Individually code half of remaining transcripts, building upon initial coding framework	Individually code half of remaining transcripts, building upon initial coding framework
Meet as a pair to come to consensus on revised framework	Meet as a pair to come to consensus on revised framework	Meet as a pair to come to consensus on revised framework

Coding Team meets to share the updated coding framework for Q1, Q2, and Q3; and offer any feedback on emerging themes and definitions

Individually code remaining transcripts, building upon initial coding framework	Individually code remaining transcripts, building upon initial coding framework	Individually code remaining transcripts, building upon initial coding framework
Meet as a pair to come to consensus on final framework	Meet as a pair to come to consensus on final framework	Meet as a pair to come to consensus on final framework

Coding Team meets to share the updated coding framework for Q1, Q2, and Q3; and finalize themes and definitions

Last review of all transcripts using the final framework	Last review of all transcripts using the final framework	Last review of all transcripts using the final framework

Feedback on overall themes and definitions provided by **Entire CSESA Focus Group Committee**

Research Questions

① How are the needs of adolescents with Autism Spectrum Disorder (ASD) currently being addressed in secondary schools?

② What particular considerations and challenges arise (or are anticipated) when implementing interventions for adolescents with ASDs?

③ What professional development, resources, and supports are needed to address the needs of adolescents with ASDs well?

1. **Needs of adolescents with ASD were often not addressed at all in secondary schools**

Parent: "I think they work so hard to wash their hands of it and pass it on. They hope that something magically appears that they can take credit for as a success"

Parent: "Everybody in the school knows who he is, and he never went to a school dance, he has never gone to a school game or sporting event, unless he was trying to participate. I think that it was a real loss. A real loss to the school community. He has a lot of value – even though he is not valued at this point."

1. **Intervention efforts taken to address the needs of adolescents with ASD were often ineffective, not prioritized, or inconsistently implemented across schools, within schools, and across the spectrum**

Parent: I have a beautiful IEP for my son, but it's not implemented. And part of it is because the teachers don't have time, and they have said that in the meeting. They have other students, and the continual expectations to explain that yes, he is on the spectrum, but every kid on the spectrum is different. I know the report was due today but I need you to give him another week. I do see this as just one more thing for the teachers to look at and (say), "'yeah right'."

1. **Intervention efforts that did occur were most frequently delivered via formal programs, accommodations, and individualized interventions (including IEPs).**
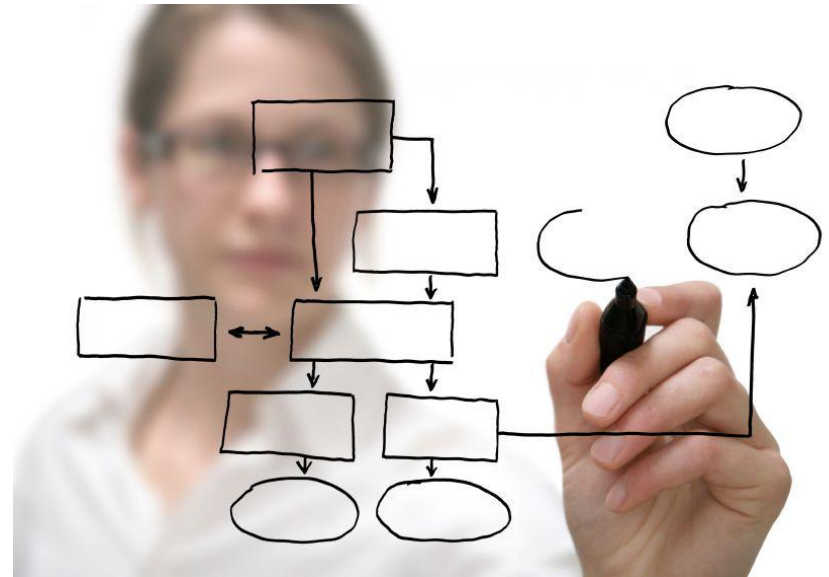
*Parent: "*Our school had a separate orientation for special needs; exceptional children's department did their own orientation. I thought it was pretty good, I mean, he got his locker combination early which was important, so he didn't have to…he learned where everything was."

2. The variability of autism and those with autism presents challenges
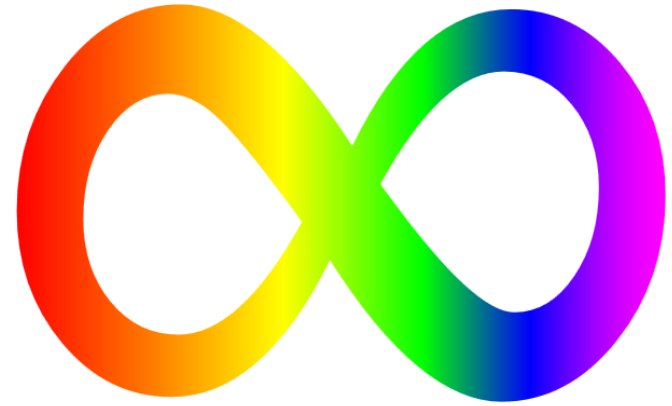
Community/Service provider: "I think you might have a harder time convincing kids with Aspergers that they have social deficits that they are willing to work on versus kids who might be a little bit more aware of where their deficits are."

Parent: "My child who's 20 and essentially nonverbal…I didn't see him in a lot of what we are talking about here…there are a whole lot of parts that are just above what many kids can do and so especially in the second segment …don't see my child…don't see my child and I think other parents might respond the same way.

2. Feasibility is limited by capacity of school staff, resources, and the perceived relevance of the intervention

Community/Service provider: "I think you guys have a lot to do and I think it's excellent what you are doing. But make sure you make it manageable. That whole thing, well how do you eat an elephant, one bite at a time

Educator: "When you look at the influx of kids who are coming into the schools, we are never really going to have enough specialists to sustain that type of support given to general ed teachers so there has to be a way for additional training to occur for all teachers, they're just not going to be able to avoid our kids."

3. A need exists wider awareness of autism by whole-school

Parent: "I think that for my son in particular there was always a disconnect with his IQ and his other deficits that he had. The teachers, even though they knew his diagnosis would see him as more capable than he actually was, or that they would see him as lazy, or stubborn, or whatever you know, or I was too coddling.

Educator: "I think that everybody who, whatever capacity, works with these students, even in the cafeteria, the lunch gals, where they punch in their number. Everybody needs to be on the same page about what to, or how to implement whatever intervention is going to be most valuable for those students."

3. General educators need professional development related to autism and use of intervention strategies

Teacher: "Possibly also communicating expectation, thinking about high school content teachers...gen ed...who are not going to assume that it's their responsibility to go through modules about how to teach, how to start an assignment, some of those skills, even though we would hope they would want to do everything they can, in reality, it's not clear it's their job. And sometimes it isn't, depending on how the school's set up."

3. Prioritization of professional development is limited by lack of resources (money, time, staffing, etc.) and other seemingly conflicting commitments

Educator: "it's really hard with limited resources to help teachers get that knowledge they need"

Educator: "we've had principals in our district that hire and spend money on a pool of subs so we can come in an train the whole school. And that's essential, that money piece. That principal is willing to invest our money on a pool of subs so we can train, not just in their planning period. But really do a two three hour training. And then I have principals that no we can't do that. I know that they can but it's where they're at. It's where their paradigm's at in terms of, well those, it's not on their plate. It's not important. It's not on their radar."

Summary

- Needs of students with ASD not being met
- When interventions applied
  - ineffective, not prioritized, or inconsistently implemented
  - Formal
- Feasibility of Implementation of Intervention & Prioritization of Professional Development
  - Limited due to limited resources and perceived competing commitments
- Needs of students across spectrum are distinct
- Lack of understanding of the differences

Implications

Direct Impact on CSESA Component
Development

Wider Impact

Impact on Component Development

PRISM

Use of technology to support process; availability of team members; value of tools

Social

Inclusion of students in initial meeting; inclusion of students across spectrum; shared interests and activities

Transition & Families

Focus on community development & career; need to educate community members

Academic

Pre-training for students and peers; standardized lesson plans; self-monitoring checklist; student relevant book selection
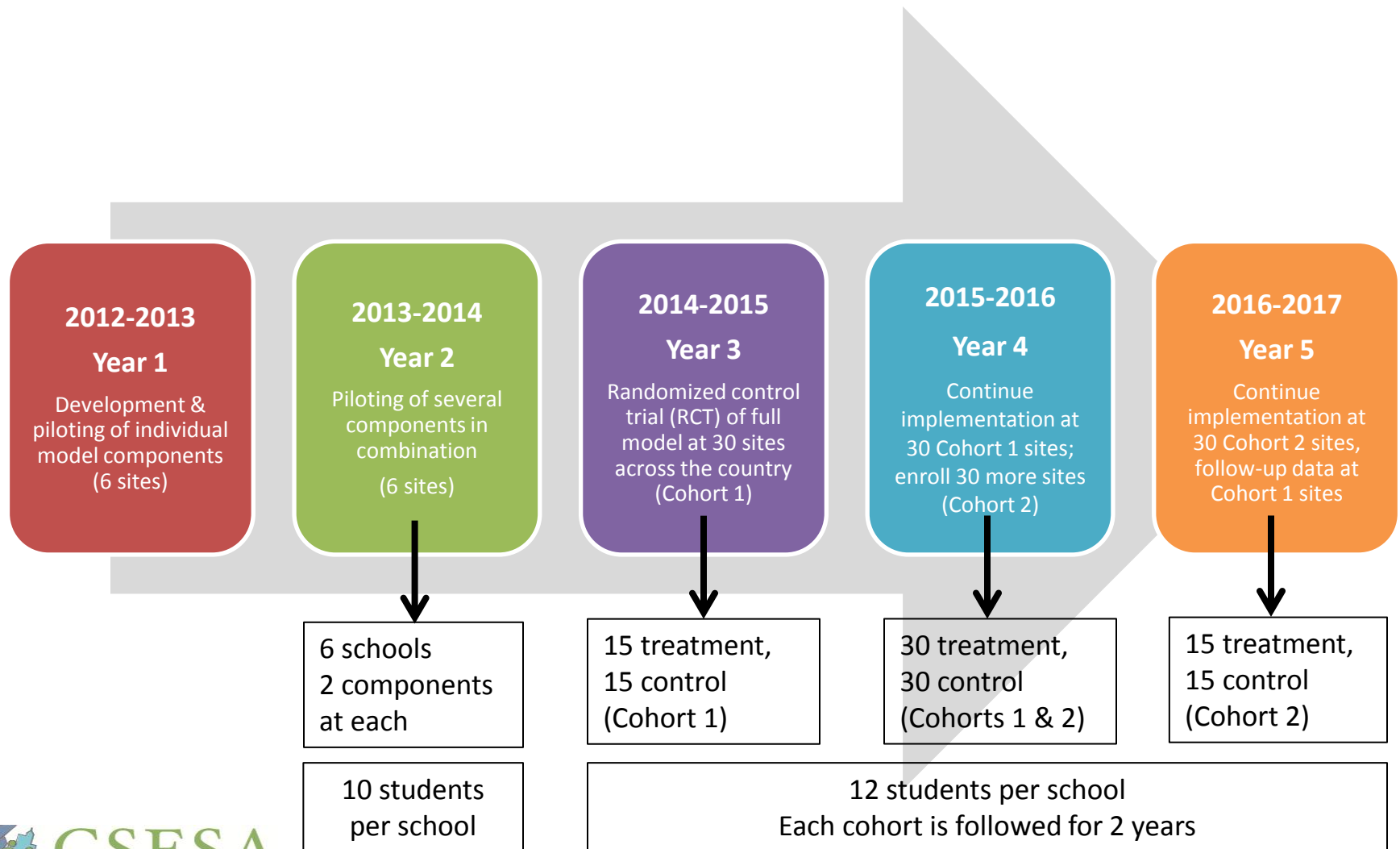
Wider Impact

- Embed interventions within current school commitments and processes to extent possible

- For buy in - draw the link between outcomes of students with ASD and wider student population

- Attend to students along the autism spectrum

- Use of technology during process is welcome

YOUR experience

- Your High School experience
  - As student
  - Parent
  - Educator/Administrator
- Application of CSESA to your setting
- Application of stakeholder implications to your setting

CSESA Study & Timeline

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

15 treatment,
15 control
(Cohort 1)

30 treatment,
30 control
(Cohorts 1 & 2)

15 treatment,
15 control
(Cohort 2)

10 students
per school

12 students per school
Each cohort is followed for 2 years

CSESA

Study Design

Year 2

- Purpose: examine feasibility of CSESA intervention and make additional revisions
- Method: Contrasting Features Design
- Intervention: CSESA Foundations + 2 components
- Participants:
  - 6 schools
  - 10 students per school
  - 8-16 school staff per school

Years 3-5

- Purpose: examine the efficacy of the CSESA intervention in high school settings
- Method: Randomized control trial
- Intervention: CSESA Foundations + 4 components
- Participants:
  - 60 schools (30 tx/30 control)
  - 12 students per school
  - 8-16 school staff per school

CSESA

CSESA LEADERSHIP

Accomplishments & Activities

- Logo design

- Launch of website & Facebook
  - http://csesa.fpg.unc.edu/

- Conference Presentations
  - CEC (April 2013)
  - CBI (May 2013)
  - AAIDD (June 2013)

Coming Soon

- **Remedial and Special Education (RASE) Special Issue – *Autism, Adolescence & High School***
  - Review Summer 2013
  - Publish Spring 2014

- **Upcoming Conferences**
  - ASA (July 2013)
  - GIC (August 2013)
  - OCALI (November 2013)
  - And others awaiting acceptance…

Partnerships

- Organization for Autism Research
  - Understanding Autism: A Guide for Secondary Education Teachers (supplement to video)
  - Autism At-A-Glance series (1st topics: mental health & communication)
- Autism Society of America
  - Pre-conference events
- Ohio Center for Autism and Low-Incidence
  - Modules
  - Recruitment at national conference
- National Professional Development Center for ASD
  - Online course
  - Previously formed state partnerships

CSESA SUPPLEMENTAL STUDIES

Technology

- Survey Study
  - Survey individuals with ASD, families, and educational professionals
  - Focus on their use of technology related to individuals with ASD
- Technology Clearinghouse
  - To collect, coordinate, and convey a broad range of research and resources in support of the use of technology with high school students with ASD

Cost Study

- <u>Purpose:</u> Examine cost-effectiveness of CSESA intervention
- <u>Method:</u>
  - Calculate costs of CSESA comprehensive treatment model and standard secondary education for students with ASD
  - Estimate economic potential for students with ASD based on transition into work or post-secondary education
- <u>Study Plans:</u>
  - Conducted during Years 4 and 5 (2nd and 3rd year of RCT study)

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