CSESA Overview

- The Center
- Research
- Leadership
- Supplemental Studies
- Year One Focus Groups
- Study Implications
- Wider Implications
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 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
NPDC – ASD Model Framework

**INFLUENCES**
- Family Priorities
- Student Characteristics
- Teacher/team Knowledge and Skill
- Current/Future Environment

**PROCESSSES**
- IEP Goals
  - Goal Attainment Scaling
- EBP Selection
  - 24 Focused Interventions
- Implementation
  - Teacher/team & Coaches
  - Practice Fidelity Checklists
- Outcomes
  - Student
  - Family
  - Provider

**MODEL FEATURES**
- Program Quality
  - APERS
- Professional Development
  - EBP Inventory

**DOMAINS**
- Learning Environment
- Structure/Schedule
- Positive Climate
- Assessment
- Communication
- Independence
- Curriculum/Instruction

**TRAINING**
- Online Foundations
- Course
- Onsite Training
- Self Instructional
- Online Modules
- Webinars

**COACHING**
- Technical Assistance
  - contacts onsite and phone
- Coaching - onsite
  - training
  - coaching logs

CSESA
CSESA Foundations

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

- Academic
- Independence & Behavior
- Social
- Transition & Families

Online Course  APERS  GAS  Training  Coaching
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
CSESA Foundations

Academic

Independence & Behavior

Social

Transition & Families

Online Course  APERS  GAS  Training  Coaching
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

Behaviors

“Pro-social” Behaviors
- Personal responsibility & independence
- Community engagement
- Self-management

Interfering Behaviors
- Behavioral
- Emotional

Assessment

Secondary School Checklist

Functional Behavior Assessment
- OR-
  FBA-lite

Planning

Intervention Selection
- Align with IEP & Transition Plan
- EBP linking document

Intervention & Implementation
- Use EBPs
- Progress monitoring using GAS

Team Development

Team Meeting

Intervention

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

**Behaviors**

- “Pro-social” Behaviors
  - Personal responsibility & independence
  - Community engagement
  - Self-management

- Interfering Behaviors
  - Behavioral
  - Emotional

**Assessment**

- Secondary School Checklist
- Functional Behavior Assessment
  - OR
  - FBA-lite

**Planning**

- Intervention Selection
  - Align with IEP & Transition Plan
  - EBP linking document

**Intervention**

- Intervention & Implementation
  - Use EBPs
  - Progress monitoring using GAS

**Team Meeting**

- Ongoing Coaching

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**Team Development**

- Team Meeting

---

**Assessment**

- Secondary School Checklist

---

**Intervention**

- Intervention & Implementation
  - Use EBPs
  - Progress monitoring using GAS

---

**Team Meeting**

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

Behaviors
- “Pro-social” Behaviors
  - Personal responsibility & independence
  - Community engagement
  - Self-management

Interfering Behaviors
- Behavioral
- Emotional

Team Development
- Functional Behavior Assessment
  - OR
  - FBA-lite

Assessment
- Secondary School Checklist

Planning
- Intervention Selection
  - Align with IEP & Transition Plan
  - EBP linking document

Intervention & Implementation
- Use EBPs
- Progress monitoring using GAS

Team Meeting
- Ongoing Coaching
# The PRISM Process

<table>
<thead>
<tr>
<th>Phase</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan Intervention</td>
<td><strong>Meet to</strong> &lt;br&gt; a. Review Checklist findings, Priority skills, and 3 Goals  &lt;br&gt; b. Scale priority goals  &lt;br&gt; c. Consider Student’s Strengths and Preferences  &lt;br&gt; d. Review Previous Interventions  &lt;br&gt; e. Select Intervention</td>
</tr>
<tr>
<td>2. Implement Intervention</td>
<td><strong>Meet to</strong> &lt;br&gt; a. Plan implementation  &lt;br&gt; b. Review team support needs  &lt;br&gt; c. Gather necessary resources</td>
</tr>
</tbody>
</table>

Interventions link to CSESA Foundations (NPDC) Evidence Based Practices

**Behaviors**
- “Pro-social” Behaviors
  - Personal responsibility & independence
  - Community engagement
  - Self-management

**Interfering Behaviors**
- Behavioral
- Emotional

**Team Development**
- Team Meeting

**Assessment**
- Secondary School Checklist
- Functional Behavior Assessment
  - OR
  - FBA-lite

**Planning**
- Intervention Selection
  - Align with IEP & Transition Plan
  - EBP linking document

**Intervention**
- Intervention & Implementation
  - Use EBPs
  - Progress monitoring using GAS

**Team Meeting**
- Ongoing Coaching
1. Peer Social Networks
2. Social Competency Intervention – High School
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 work-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

- Assessment
  Strengths and Needs
  PRISM assessments
  Post-school goals

- Equipping Student
  Self-determination and
  IEP Involvement

- Transition Planning Meeting

- Road Map
  - Work Based Learning Experiences
  - Other CSESA components (NPDC, Literacy, social, PRISM)

- Summary of Performance Portfolio

- School and Community Mapping

- Coaching

- Family (Transitioning Together)
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

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)
- 12 students per school
- Each cohort is followed for 2 years
## Year 1: Design Experiment Pilots

### Key Questions and Considerations

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

*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
I'm not even a mechanic.

Are you sure we planned this correctly?

This is what management wants!

We expect you to deliver according to strategy.

P2 come in. You're behind schedule! Over...

Kaastrup Andersen
Project Management Professionals
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

<table>
<thead>
<tr>
<th>Year One Focus Group</th>
<th>Number of Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stakeholder</strong></td>
<td><strong>Number of Groups</strong></td>
</tr>
<tr>
<td>Administrator</td>
<td>5</td>
</tr>
<tr>
<td>Educator</td>
<td>10</td>
</tr>
<tr>
<td>Parent</td>
<td>9</td>
</tr>
<tr>
<td>Community Member/Service Provider</td>
<td>3</td>
</tr>
<tr>
<td>Youth with ASD</td>
<td>1</td>
</tr>
<tr>
<td>Race &amp; Ethnicity</td>
<td>Families &amp; Individuals</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td>Parent/Caregiver (n = 47)</td>
</tr>
<tr>
<td>White</td>
<td>38</td>
</tr>
<tr>
<td>Black</td>
<td>7</td>
</tr>
<tr>
<td>Multi-Race</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
</tr>
<tr>
<td>Female</td>
<td>45</td>
</tr>
<tr>
<td>Age in years</td>
<td></td>
</tr>
<tr>
<td>≤ 18</td>
<td>0</td>
</tr>
<tr>
<td>19-25</td>
<td>-</td>
</tr>
<tr>
<td>26-40</td>
<td>4</td>
</tr>
<tr>
<td>41-55</td>
<td>35</td>
</tr>
<tr>
<td>56 ≥</td>
<td>8</td>
</tr>
</tbody>
</table>

**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

CAROLINA TAR HEELS

TEXAS

VANDERBILT
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.

<table>
<thead>
<tr>
<th>Coding Pair for Q1</th>
<th>Coding Pair for Q2</th>
<th>Coding Pair for Q3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individually code same 5 transcripts to identify initial codes and themes for this question only</td>
<td>Individually code same 5 transcripts to identify initial codes and themes for this question only</td>
<td>Individually code same 5 transcripts to identify initial codes and themes for this question only</td>
</tr>
<tr>
<td>Meet as a pair to compile an initial framework</td>
<td>Meet as a pair to compile an initial framework</td>
<td>Meet as a pair to compile an initial framework</td>
</tr>
</tbody>
</table>

**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).

<table>
<thead>
<tr>
<th>Coding Team</th>
<th>Individually code half of remaining transcripts, building upon initial coding framework</th>
<th>Individually code half of remaining transcripts, building upon initial coding framework</th>
<th>Individually code half of remaining transcripts, building upon initial coding framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet as a pair to come to consensus on revised framework</td>
<td>Meet as a pair to come to consensus on revised framework</td>
<td>Meet as a pair to come to consensus on revised framework</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Coding Team</th>
<th>Individually code remaining transcripts, building upon initial coding framework</th>
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<th>Individually code remaining transcripts, building upon initial coding framework</th>
</tr>
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<tr>
<td>Meet as a pair to come to consensus on final framework</td>
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**Coding Team** meets to share the updated coding framework for Q1, Q2, and Q3; and finalize themes and definitions.

<table>
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<tr>
<th>Coding Team</th>
<th>Last review of all transcripts using the final framework</th>
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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 and 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)

12 students per school
Each cohort is followed for 2 years

6 schools
2 components at each
10 students per school
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 LEADERSHIP
Accomplishments & Activities

- Logo design

- Launch of website & Facebook
  - [http://c sesa.fpg.unc.edu/](http://c sesa.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

- **Purpose:** Examine cost-effectiveness of CSESA intervention

- **Method:**
  - 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

- **Study Plans:**
  - Conducted during Years 4 and 5 (2\textsuperscript{nd} and 3\textsuperscript{rd} year of RCT study)
The Center on Secondary Education for Students with Autism Spectrum Disorders (CSESA) is a research and development project funded by the U.S. Department of Education that focuses on developing, adapting, and studying a comprehensive school-based and community-based education program for high school students on the autism spectrum.

CSESA is a five year project that brings together experts in autism, secondary education, adolescence, and implementation to work in collaboration with high schools, families, adolescents with ASD, and community members.
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