

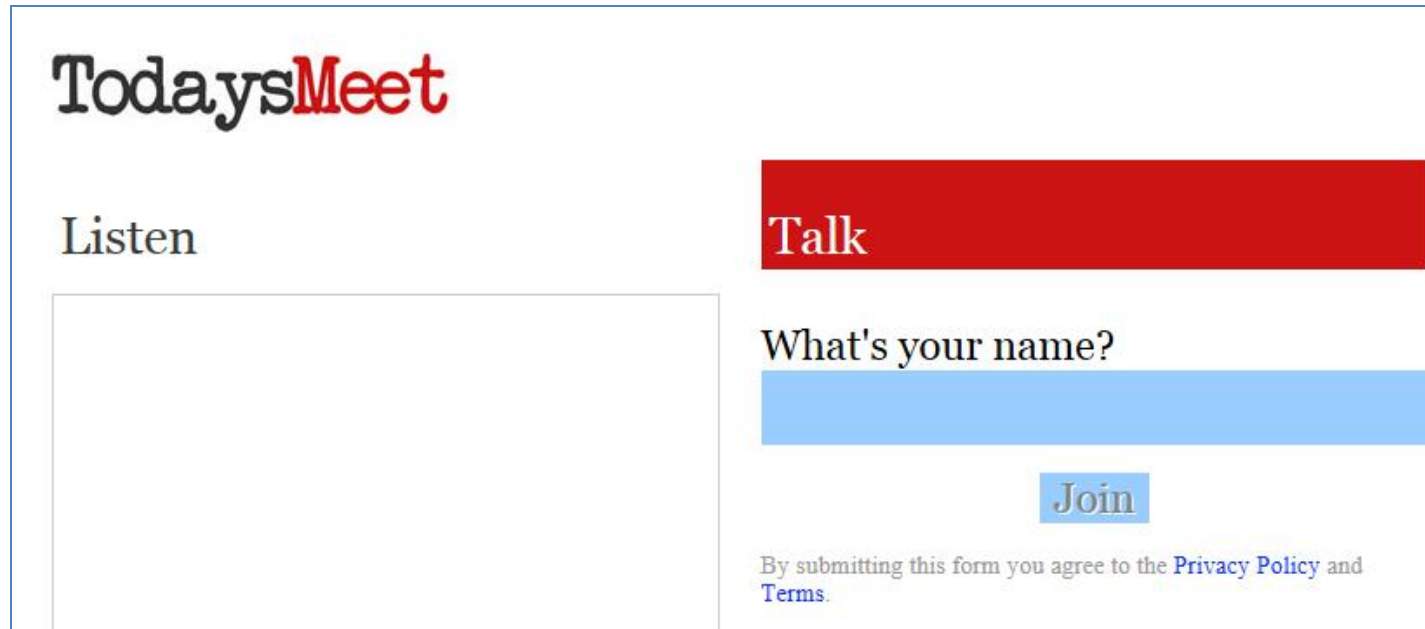
Rethinking High School: Gathering Our Voices to Create a National Vision for Adolescents with ASD



Our Plan

1. Get connected on **Today'sMeet**
2. Purpose of this meeting & intro to CSESA
3. Share best & hardest parts of High School
4. Small Group Discussions
(information on topic, small group discussion, share with large group)
 - Social relationships & friendships
 - Personal responsibility & independence
 - Technology
5. Final thoughts

<http://csesatodaysmeet.web.unc.edu/>



The screenshot shows the 'Today's Meet' web interface. At the top left is the logo 'Today'sMeet', with 'Today's' in black and 'Meet' in red. Below the logo, on the left, is the word 'Listen' above a large, empty white rectangular box. On the right, there is a red rectangular button labeled 'Talk'. Below the 'Talk' button is the text 'What's your name?' followed by a light blue rectangular input field. Underneath the input field is a blue button labeled 'Join'. At the bottom right, there is a small line of text: 'By submitting this form you agree to the [Privacy Policy](#) and [Terms](#)'.

Add one favorite thing about Pittsburgh

Examples

Place to eat, visit, hear music, exercise...

Purpose

- To better understand high school experiences
- In order to better support students with ASD
- Resulting in better outcomes for students and better supports for educators and families

Your thoughts will be:

- Shared on CSESA website
- Shared with Autism Society of America
- Included in publications
- Use to shape the development of CSESA





Who We Are

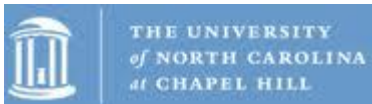
- Sam Odom
- Kara Hume
- Suzanne Kucharczyk
- Kate Szidon
- Susan Hedges

From **The Watson Institute**

- Marilyn Hoyson
- Marcia Laus

CSESA 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.”



**WHAT IS THE BEST PART OF
HIGH SCHOOL?**

**WHAT IS THE HARDEST PART
OF HIGH SCHOOL?**



On the **GREEN** paper write one thing that is the **BEST** about high school

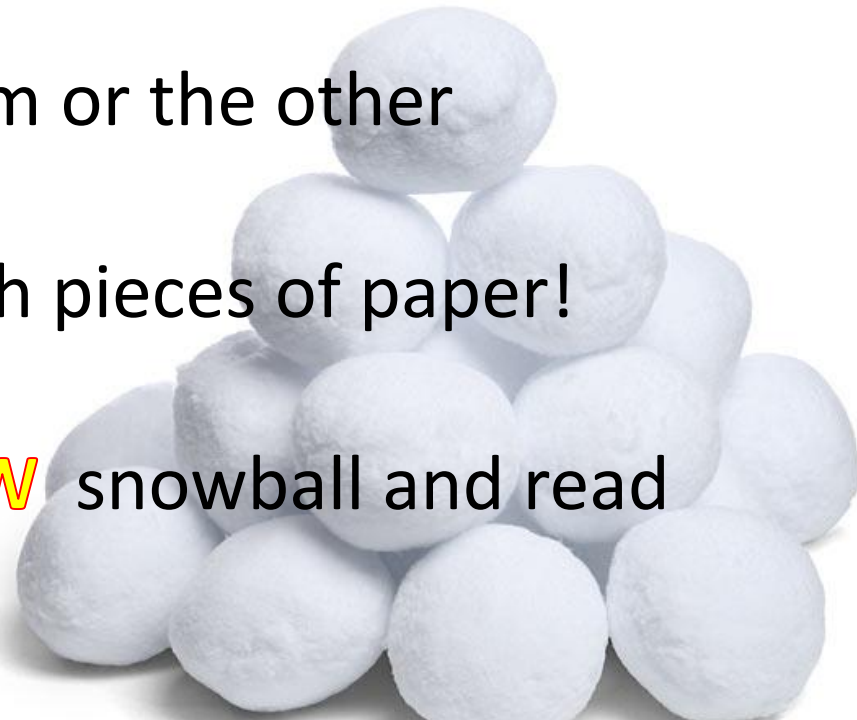
On the **YELLOW** paper write one thing that is the **HARDEST** about high school

Make “snowballs” from the paper

Move to one side of the room or the other

Wait ... 3, 2, 1 ... **THROW** both pieces of paper!

Pick up a **GREEN** and **YELLOW** snowball and read them to the group.



SMALL GROUP DISCUSSION

Small Group Discussion Plan

Discussion 1

Personal Responsibility & Independence

Social Relationships & Friendships

1. Introduction to Topic
2. Questions to Consider
3. Group Discussion
 - a. Personal Responsibility & Independence
 - b. Social Relationships & Friendships
4. Share in Large Group

Discussion 2

Technology

1. Introduction to Topic
2. Questions to Consider
3. Group Discussion
4. Share in Large Group

Personal Responsibility & Independence

- What is it?
 - Ability to complete tasks or activities without close proximity, guidance, prompting, support, or advice from others
 - Activities that are self-selected or required
- Why is it important?
 - Skills play an important role in success during and after high school
 - Employment/College
 - Daily Living Skills
 - Leisure
 - Housing options



Questions to Consider

- Why do you think independence is challenging for individuals on the autism spectrum?
- What strategies have you used (high school students) or put in place (staff & caregivers) that have helped to increase independence?
- How can *school staff, caregivers, and other service providers* **better support** the development of independence for adolescents with ASD?
 - When?
 - Where?
 - How to extend beyond school setting?



Social Relationships & Friendships

- What is it?
 - Building connections/interactions with peers
 - Often around common interests, experiences
- Why is it important?
 - Positive relationships with peers are related to positive outcomes in other areas (e.g. academics, mental health, acceptance, employment success). Adolescents with ASD often report feeling lonely and may struggle in building peer relationships.



Questions to Consider

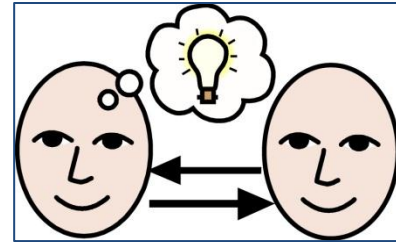
- What do “social relationships and friendships” look like to you in the high school setting?
- What strategies have you used (high school students) or put in place (staff & caregivers) that have helped to build social relationships and friendships?
- How can *schools, school staff, caregivers, and other service providers* **better support** the development of social relationships for adolescents with ASD?
 - When?
 - Where?
 - How to extend beyond school setting?



Small Group - Ground Rules

Participants

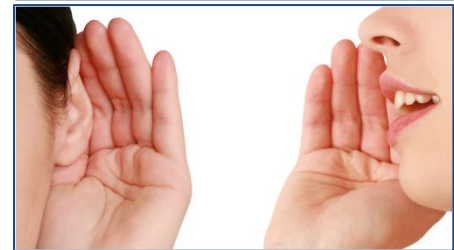
- Give each other time to share
- Agree to disagree – do not criticize other's ideas
- Participate as you wish (in group discussion, today's meet...)



Today'sMeet

Facilitator

- Allow for everyone to have opportunity to participate
- Record group thoughts
- Keep group on task
- Keep time



Which Group Do You Want to Join?
Social Relationships & Friendships
or
Personal Responsibility & Independence



Share in Large Group

Social Relationships & Friendships

- What do these look like to you in high school?
- What strategies work?
- How can schools and their staff better support adolescents with ASD?
 - When?
 - Where?
 - How to extend beyond school?

Personal Responsibility & Independence

- Why is independence challenging?
- What strategies have you used or put in place?
- How can schools and their staff better support adolescents with ASD?
 - When?
 - Where?
 - How to extend beyond school?

Take a
BREAK



Small Group Discussion

Technology



Technology



- What is it?
 - Electronic item/equipment, application, or virtual network that is used to support daily living, work, recreation, leisure skills of adolescents with ASD
- Why is it important?
 - Technology is used widely by/with individuals with ASD. There is much to learn about the types of technology that are most used and most helpful.
 - Questions remain about the use of technology “with abandon”

Questions to Consider

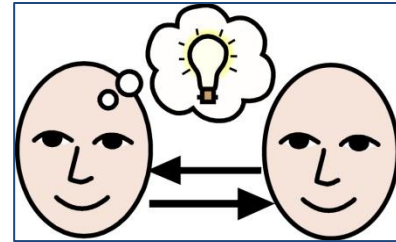
- What types of technology (tablets, phone, computers, apps, social media, etc.) do you (or high school students with ASD that you know) use in high school?
- Are there some types of technology that are more helpful than others?
- Have you encountered problems or challenges using technology in your school? Any solutions?
- How did you learn to use the technology that you use?



Small Group - Ground Rules

Participants

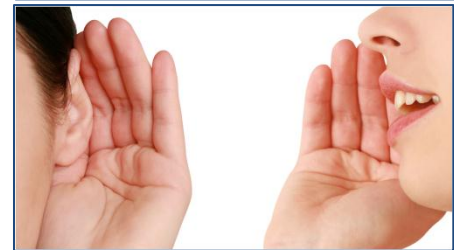
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Share in Large Group

- What types of technology (tablets, phone, computers, apps, social media, etc.) do you (or high school students with ASD that you know) use in high school?
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Next Steps & Thank You

Your thoughts will be:

- Shared on CSESA website
- Shared with
Autism Society of America
- Included in publications
- Used to shape the development of CSESA



For more information...

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



CSESA

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The Center on Secondary Education for Students with Autism Spectrum Disorders

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[OUR TEAM](#)

[RESOURCES](#)



We Are Looking For Your Success Stories!

Do you know a high school student with ASD that has amazed you with his/her accomplishments? A teacher that has taken his/her students beyond expectations? An administrator that has supports in place to ensure success for students with ASD?

[Read more >>](#)



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.

NEWS & EVENTS

Autism Society 2013 Pre-Conference Session, July 10, 2013

[See all news & events](#)



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