Coming of Age: High School Programs for Students With Autism Spectrum Disorders

Center on Secondary Education for Students with

Autism Spectrum Disorders (CSESA)

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

Council for Exceptional Children

CSESA

What is CSESA?

* Research & Development Center funded by the Department of Education (IES) to develop and study a comprehensive high school program for students on the autism spectrum

UNC FPG CHILD DEVELOPMENT INSTITUTE

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Why CSESA?

* Attending to this need:

  * 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 CSESA?

* Similar perspective from a family member:

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

CSESA

Why CSESA?

* Research is limited in secondary settings
    * Fewer evidence based practices in middle and high school settings per National Professional Development Center & National Autism Center
    * Fewer comprehensive treatment models operating in secondary settings per review conducted by Odom, Boyd, Hall, & Hume (2010)

* Setting is complex

What is CSESA?

* To begin to address these concerns, CSESA brings together experts in:
  * Secondary education
  * Autism spectrum disorders
  * Adolescent development
  * Family needs & support
  * School-based interventions & research
    * Academic
    * Social
    * Behavior
    * Postsecondary options
  * Implementation Science

What is CSESA?

* …and connects the researchers with the stakeholders
    * Families
    * Individuals on the spectrum
    * Teachers & school personnel
    * Administrators & district personnel
    * Employment & postsecondary education personnel

What is CSESA?

* All working together for this common objective:
    * "The ultimate objective of the Center is to improve the cognitive, communicative, academic, social, behavioral, functional, or transition outcomes of secondary students with ASD."

How to meet CSESA's objective?

* Develop a comprehensive intervention for students across the spectrum
  * Adapt interventions for other populations
  * Adapt ASD-specific interventions for students at the secondary level
  * Develop new interventions
  * Support their implementation through school-based teams
* What are the priorities?

What is CSESA?

* CSESA builds on the work of the National Professional Development Center on ASD (NPDC)
  * Project housed at FPG- partnered with 12 states to support the use of evidence-based practices

CSESA Foundations
(building teams at the school, assessing program quality, training & coaching in the use of evidence based practices, data collection)
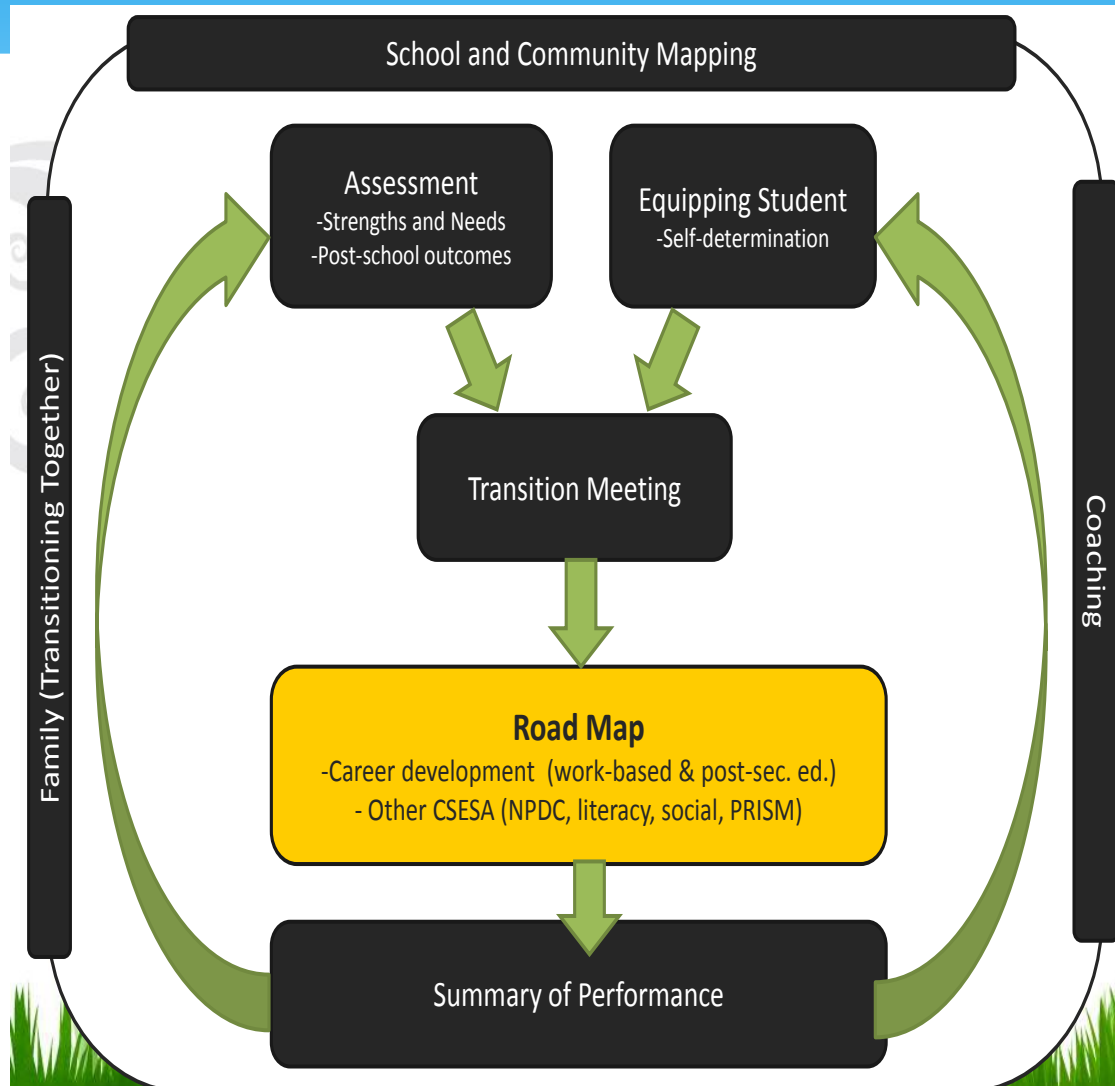
What is CSESA?

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)

Transition & Family Framework

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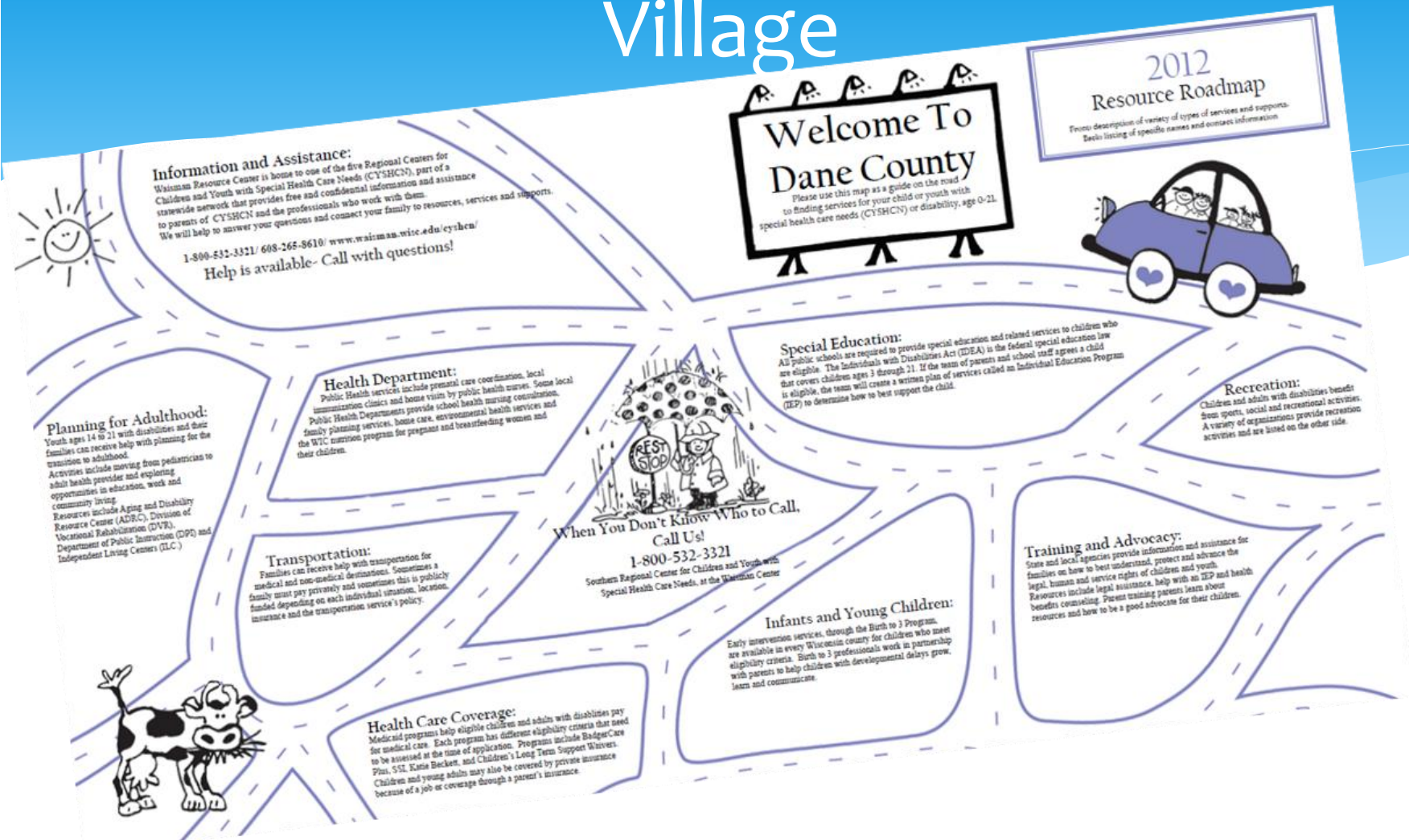
- Used for Transition Planning, Transitioning Together sessions, and Work-based learning experiences
- Information about Transportation, Special Education, Recreation, Planning for Adulthood, Training & Advocacy, Respite, Health Care Coverage, Health Department, Assistance, etc.

School Mapping

Benefits of School Mapping

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

Main Office

Health Suite

Case Manager

Resources in Schools to Assist Students with ASD

Extracurricular Activities

Technology

School Calendar/ Schedule
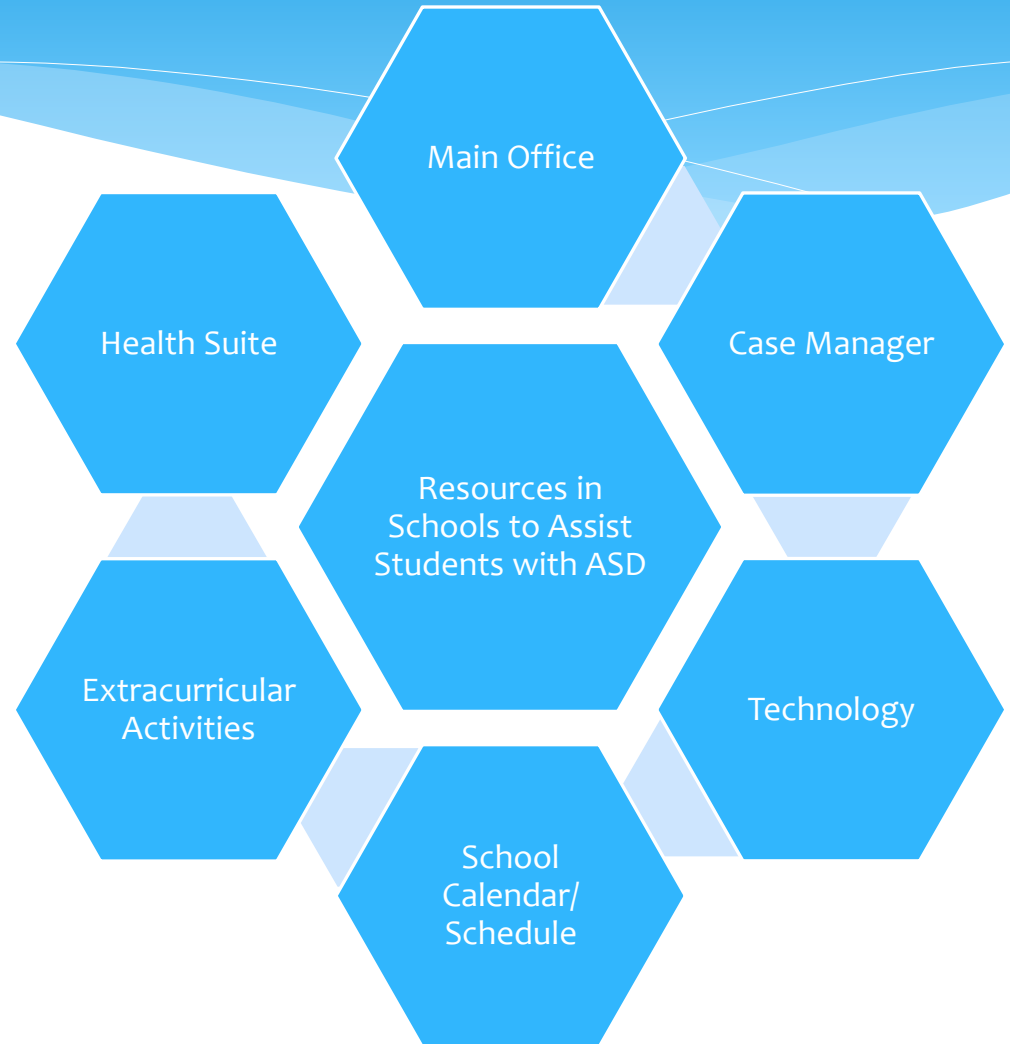
Transition Planning

- 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

Transitioning Together Program

- 8 weekly sessions →
- Education and support for parents
- Emphasizes positivity and problem solving

* Autism in adulthood
* Transition planning
* Family Topics
* Problem-solving
* Risks to adult independence
* Community involvement
* Risks to parental health and well-being
* Legal issues

What is CSESA?
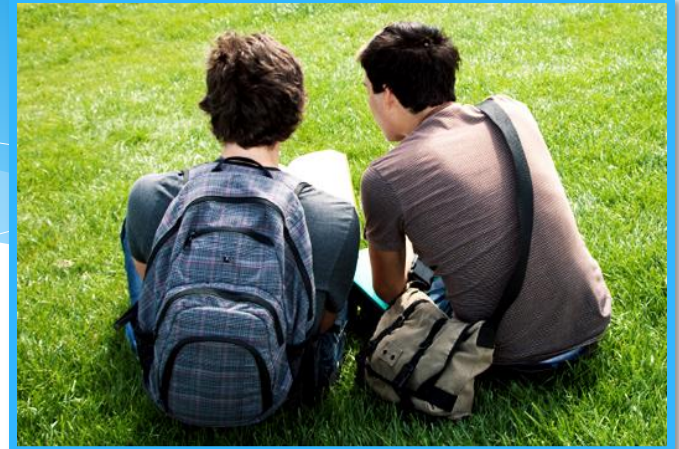
Social Competence
1. Structured social skills instruction
(Social Competence Intervention)
2. Peer support
3. Peer networks

Transition & Families

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

Social Competence Intervention

* SCI-A developed by Janine Stichter
  * set of 32, 45 minute lessons and activities
  * Focuses on facial expressions, sharing ideas, turn taking in conversation, feelings & emotions, and problem solving

Refining a Peer-Mediated Intervention Approach

* Reviewed Prior Studies
* Proposed Core and Optional Components (see graphic)
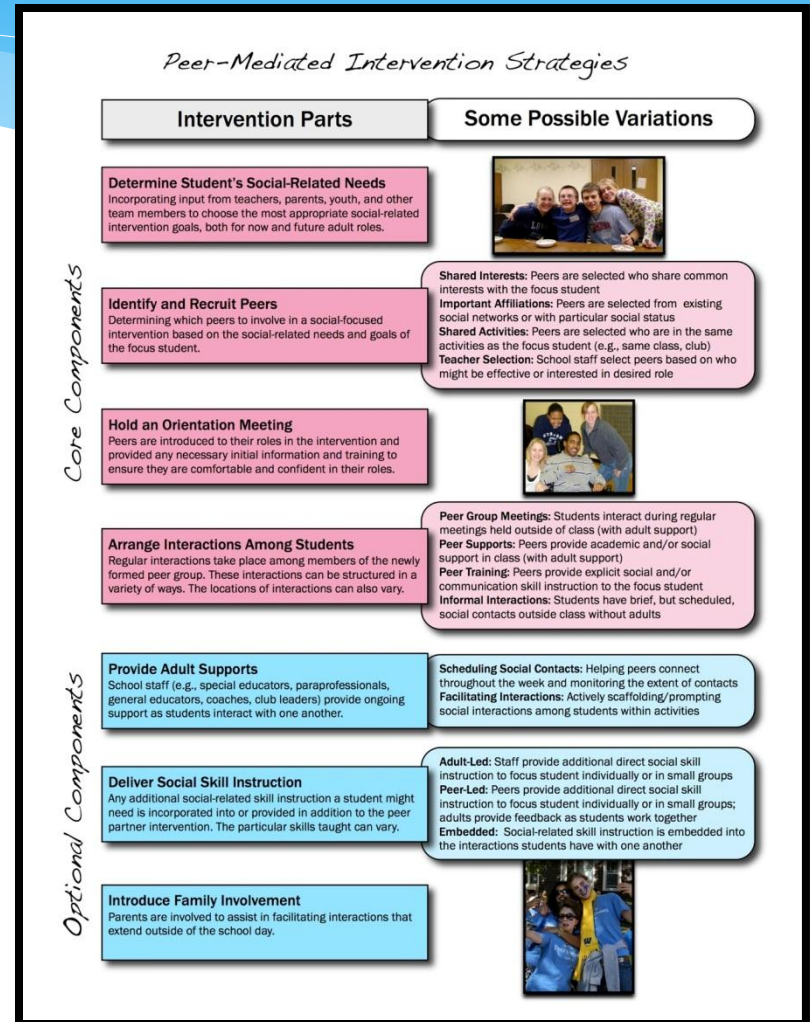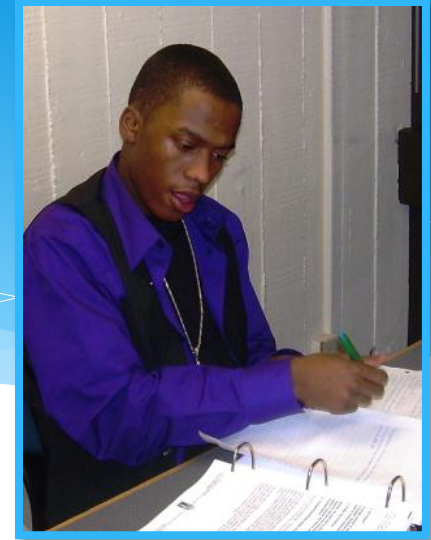 * Shared with stakeholders
  * Refined based on feedback
* Piloting in 2 High Schools
  * MBL design across 4 students
  * Reversal design with 2 students
* Reviewing Implementation and Data Collection Issues Regularly

Peer-Mediated Intervention Strategies

Intervention Parts	Some Possible Variations
Determine Student's Social-Related Needs Incorporating input from teachers, parents, youth, and other team members to choose the most appropriate social-related intervention goals, both for now and future adult roles.	
Identify and Recruit Peers Determining which peers to involve in a social-focused intervention based on the social-related needs and goals of the focus student.	**Shared Interests:** Peers are selected who share common interests with the focus student **Important Affiliations:** Peers are selected from existing social networks or with particular social status **Shared Activities:** Peers are selected who are in the same activities as the focus student (e.g., same class, club) **Teacher Selection:** School staff select peers based on who might be effective or interested in desired role
Hold an Orientation Meeting Peers are introduced to their roles in the intervention and provided any necessary initial information and training to ensure they are comfortable and confident in their roles.	
Arrange Interactions Among Students Regular interactions take place among members of the newly formed peer group. These interactions can be structured in a variety of ways. The locations of interactions can also vary.	**Peer Group Meetings:** Students interact during regular meetings held outside of class (with adult support) **Peer Supports:** Peers provide academic and/or social support in class (with adult support) **Peer Training:** Peers provide explicit social and/or communication skill instruction to the focus student **Informal Interactions:** Students have brief, but scheduled, social contacts outside class without adults
Provide Adult Supports School staff (e.g., special educators, paraprofessionals, general educators, coaches, club leaders) provide ongoing support as students interact with one another.	**Scheduling Social Contacts:** Helping peers connect throughout the week and monitoring the extent of contacts **Facilitating Interactions:** Actively scaffolding/prompting social interactions among students within activities
Deliver Social Skill Instruction Any additional social-related skill instruction a student might need is incorporated into or provided in addition to the peer partner intervention. The particular skills taught can vary.	**Adult-Led:** Staff provide additional direct social skill instruction to focus student individually or in small groups **Peer-Led:** Peers provide additional direct social skill instruction to focus student individually or in small groups; adults provide feedback as students work together **Embedded:** Social-related skill instruction is embedded into the interactions students have with one another
Introduce Family Involvement Parents are involved to assist in facilitating interactions that extend outside of the school day.	

Core Components / Optional Components

What is CSESA?

Transition & Families	Social Competence	**Academic** 1. Collaborative Strategic Reading 2. Alternate Achievement Literacy

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

Collaborative Strategic Reading-Lite

Why reading comprehension?

- It is important to academic success and quality of life (Carnahan & Williamson, 2010)
- Students on the autism spectrum do not have well-developed comprehension skills (Asberg, Kopp, Berg-Kelly, & Gilberg, 2010; Chiang & Lin, 2007; Nation, Clarke, Wright, & Williams, 2006).

* Evidence-based instructional approach with a cooperative learning component

* Adapted for 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)

* Can be used in content areas or to support the learning of content in other class settings (i.e., study skills, advisory period)

* Adaptions include:

  – peer pairing

  – follow-up tutoring session

  – visual cuing

  – response prompting

  – prompt fading

  – positive reinforcement

  – graphic organizer for summarization

  – thirty minute sessions

Collaborative Strategic Reading-Lite
CSR-Lite

Teacher Introduction
(2–3 minutes)

1. Steps
2. Expectations

BEFORE reading
(2–3 minutes)

1. LOOK AT:
   – Title
   – Keywords
   – Pictures

2. VISUALIZE:
   – Pictures
   – Demonstrations
   – Short video clips

DURING reading
(10–12 minutes)

1. LOOK FOR:
   – Words or sentences that don't make sense.

2. READ:
   – answering questions about the topic.

AFTER reading
(10–12 minutes)

1. WRITE AND ANSWER QUESTIONS
   – Why or How
   – What, Where, or Who

2. SUMMARIZE:
   – Use graphic organizer
   – Tell what this was mostly about (person, place, thing, or idea)

3. WRAP-UP

Reading Strategy Components

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The Meadows Center

Alternate Achievement Literacy

1 Choose literature/ text/ literacy activity from the assigned grade level based on CA

2 Choose Common Core State Standard from Grade Level

3 Adjust text complexity for reading or listening comprehension level of student

4 Use systematic instruction to teach question answering and related comprehension skills

Choose Common Core State Standard from Grade Level

Reading Standards for Literature: Key Ideas and Details: Grades 9-10

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

* Possible Alternate Achievement Goal

   * *Given an adapted grade-aligned text and response options, student will answer a literal or inferential question on 4/5 opportunities.*

Adapt the text to student's emergent reading or listening level

Slam by Walter Dean Myers

Original Text	Adapted Text

Original Text

I knocked and Mtisha opened the door. She was wearing white shorts and a soft pink sweater. Sweet as she wanted to be.

We got to the books and she told me to do a problem out loud so she would see how I was doing it.

"I really don't how to do this one," I said. It looked hard. "That's the same kind of problem they had on the test and you know what I did on that."

"Do the problem," she said.

I looked at it. It was X plus 2 over 5 equals X minus 1 over 2.

"So I looked at it."

"So try it."

"What should I do?"

"Try working it out," she said, sounding like she was getting an attitude.

"What I got to tell you for you to believe I can't do it?"

"You scared of math?" she said. "I mean, like when you go to sleep at night you got to put your math book out the room and lock the door so it own't get you?"

"Don't be messing with me, Mtisha."

"Why are you scared to try it?"

I looked at the problem again. Then I looked at Mtisha. **"I thought you wanted to help me?"**

"I do," she said. "But I can't help you if you're scared even to try. I'm not going to do it for you. You go on and do it and I'll tell you what you're doing wrong."

"How can I do it when I don't know how?"

"Maybe we can try it another day," she said.

I was watching myself catching an attitude. I was feeling like a fool when I had come over to Mtisha's house feeling good. She was serious so I went on home.

Adapted Text

I went over to Mtisha's house. She said she would help me with my math. She told me to do one problem. I asked her what to do. She told me to try it by myself first.

I looked at the problem again. Then I looked at Mtisha. **"I thought you wanted to help me."**

"I do," she said. "But I can't help you if you're scared to even try. I'm not going to do it for you. You go on and do it and I'll tell you what you're doing wrong."

I got mad. She told me we could try again another day. She said I should go home.

Original Text: 750 Lexile
Adapted Text: 340 Lexile

Use Least Prompts Passage Re-Read to Teach Comprehension

Prompting Hierarchy

| Reread paragraph | **Least** |

Reread sentence with answer then repeat question and wait for response.

Tell answer and point to answer on page then repeat question and wait for response.

Point to answer on response board then repeat question and wait for response. If no response then provide hand over hand assistance to point to correct answer.
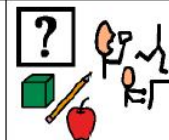
Most

Sample Response Board

What did Mtisha say she would help Slam with?

What is CSESA?

Transition & Families

Social Competence

Academic

Personal Responsibility, Independence, Self-Management (PRISM)
Process for developing goals
Selecting appropriate interventions
Tracking progress
Use of technology

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

What is PRISM?

* PRISM stands for ***Personal Responsibility, Independence, and Self-Management*** - the behavioral outcomes we are all striving for when working with adolescents on the autism spectrum.

* PRISM is a process that supports school staff in selecting goals and interventions to support optimal outcomes for our students.

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The PRISM Process

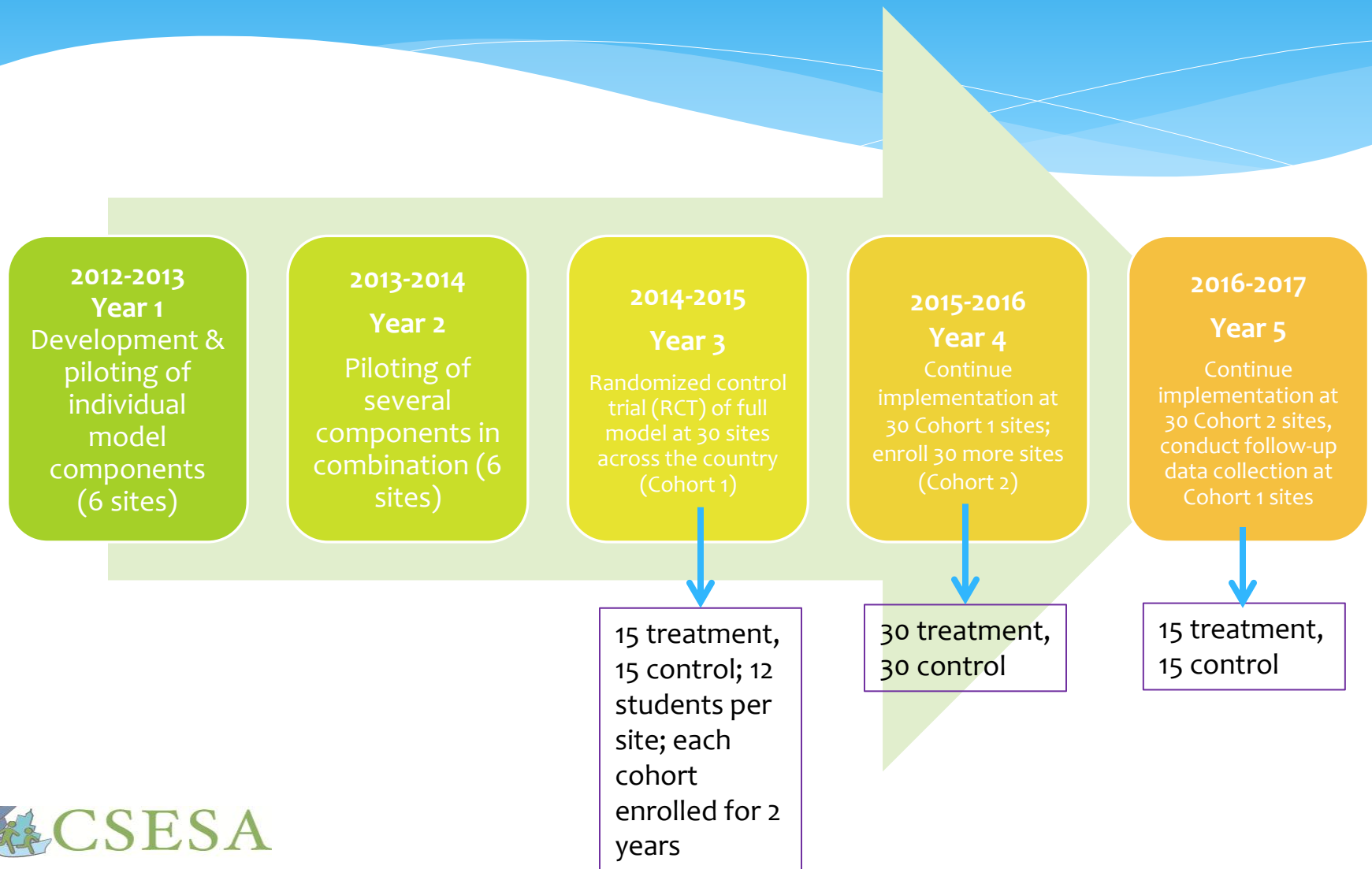| Orientation | Form Team & Collect Information | Plan Intervention | Implement Interventions | Monitoring & Updating Plan |

CSESA

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, conduct follow-up data collection at Cohort 1 sites

15 treatment, 15 control; 12 students per site; each cohort enrolled for 2 years

30 treatment, 30 control

15 treatment, 15 control

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Year 1 Activities- Focus Groups

* Draft of CSESA components presented to focus groups across 4 states

Year One Focus Groups N=141	
Stakeholder	Sample Size
Administrator	27
Community Member	16
Educator	50
Parent	42
Service Provider	1
Youth	5 *(+33 interviews)*

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Focus Groups Data
Early Findings Across Sites

Concerns

* Time & funds to support students with ASD
* Limited understanding of ASD in high school settings
* Demands of high school can be overwhelming
    * *"There are lots of expectations but no reminders"*
* Inconsistent staff & programming

Considerations

* Emphasize improving learning environment
* Focus on plan for professional development
* Create a balanced model
* Keep feasibility in mind
* Share relevant information readily

Year 1 Activities- Pilot Studies

* Working in 8 high schools in 6 states
* Implementing one component at each site
  * Focus on feasibility and acceptability from stakeholders

	Agree	Not sure	Disagree
1. It was easy for me to do SCI the whole time	Agree	Not sure	Disagree
2. My parents thought the SCI program was good for me	Agree	Not sure	Disagree
3. The SCI program taught me important social skills like:			
how to read facial expressions	Agree	Not sure	Disagree
how to make facial expressions	Agree	Not sure	Disagree
how to be a speaker and a listener in a conversation	Agree	Not sure	Disagree

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Year 1 Activities

* Analyze pilot data & revise components
* Year 2 study
    * 2 components + CSESA Foundations

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CSESA wants to connect with you!

* Your perspectives are important to us
    * Connect on the website (sign up for e-mail updates):
    * http://csesa.fpg.unc.edu/
        * csesa@unc.edu
    * Connect on Facebook: https://www.facebook.com/csesa.asd
    * Conferences
        * AIDD, ASA
    * Collaborations with other organizations
    * Participate as a research site in years 3-5 (2014-2017)

Questions/Thoughts