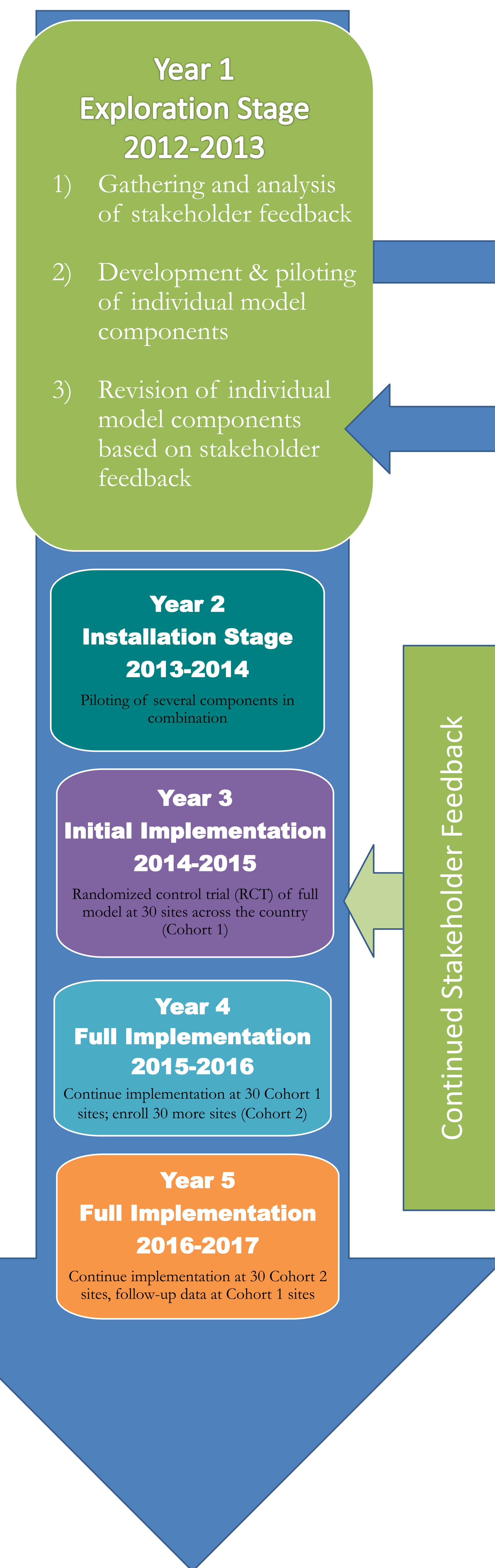




Purpose: To develop & evaluate a comprehensive, school-based intervention program for secondary students with ASD.

Because, after high school "...nearly 80% (of students w/ASD) 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..."
- Paul Shattuck (2010)



Implementing an Educational Model for Secondary Students with Autism: The Complexities of High School



Suzanne Kucharczyk Susan Hedges
University of North Carolina

Stakeholders talked, We listened

A. Stakeholder Interviews and Focus Groups

WHO: Parents, Educators, Service Providers, and Individuals on the Spectrum

28 Focus Groups ■ 153 Participants ■ 5 Sites Across the US

MAJOR FINDINGS:

Needs of students with ASD not being met in High School! WHY?

- ❑ School-wide lack of understanding of ASD
- ❑ Interventions are often ineffective and inconsistently implemented



Concerns about feasibility of the implementation of CSESA & prioritization of Professional Development

- ❑ Who will do it?
- ❑ Where are the resources?
- ❑ When is the time?

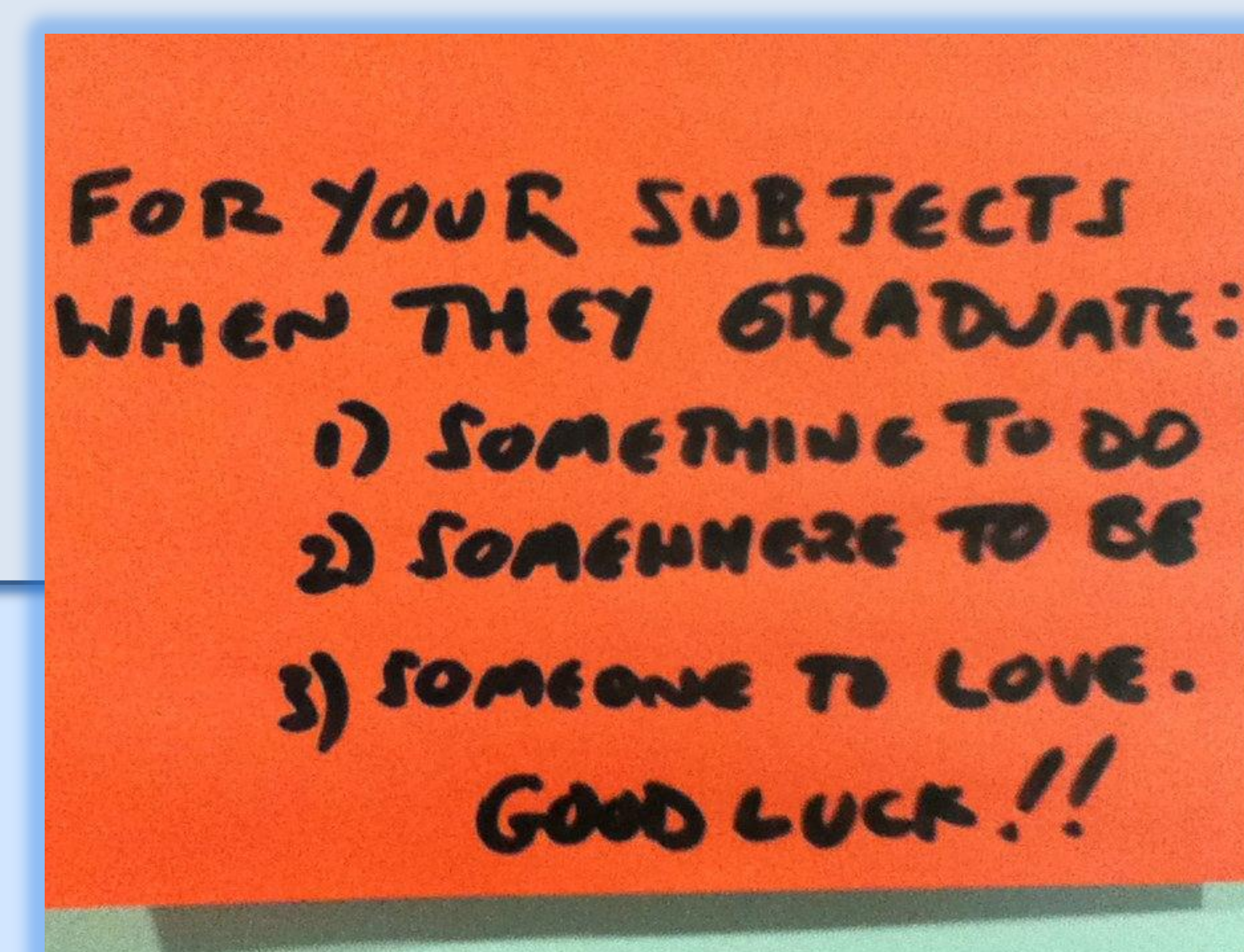
Example Questions:

- What helped to make the high school experience successful?
- Who helped facilitate those successes?
- What were some of the challenges faced?
- Anything help to reduce those challenges?
- What were your fears/concerns throughout high school?
- How were those addressed?
- What outcomes were most important during and after high school?

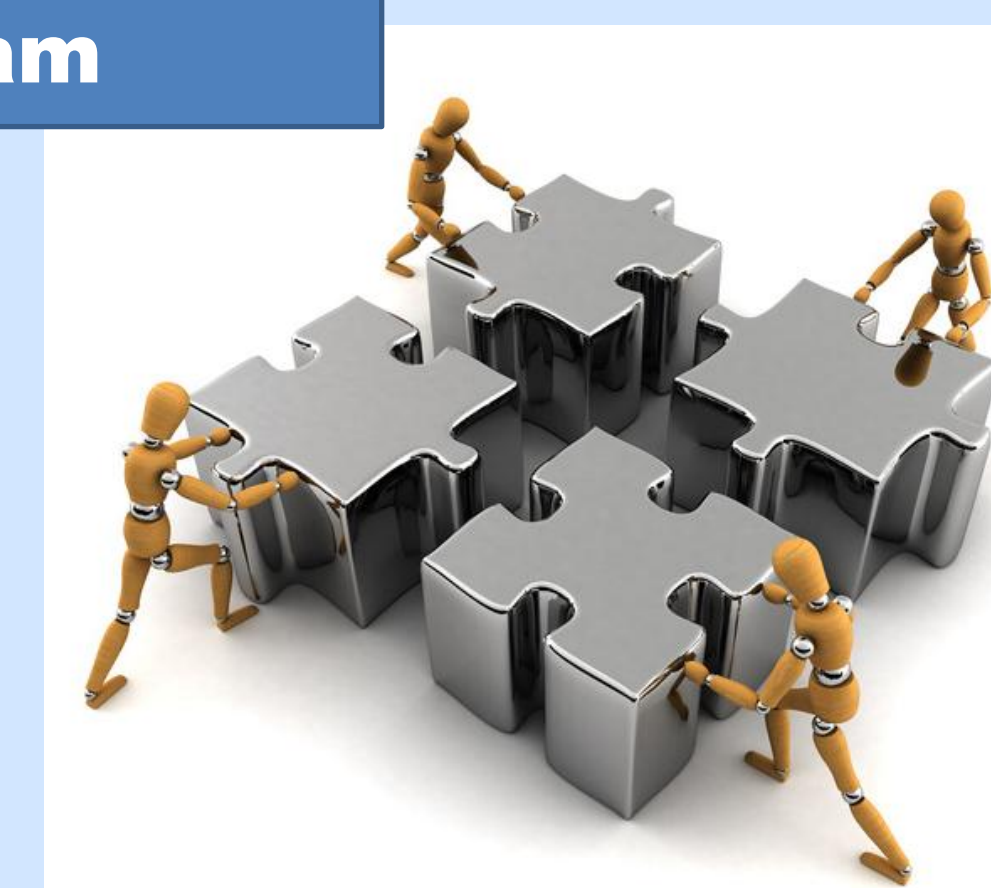
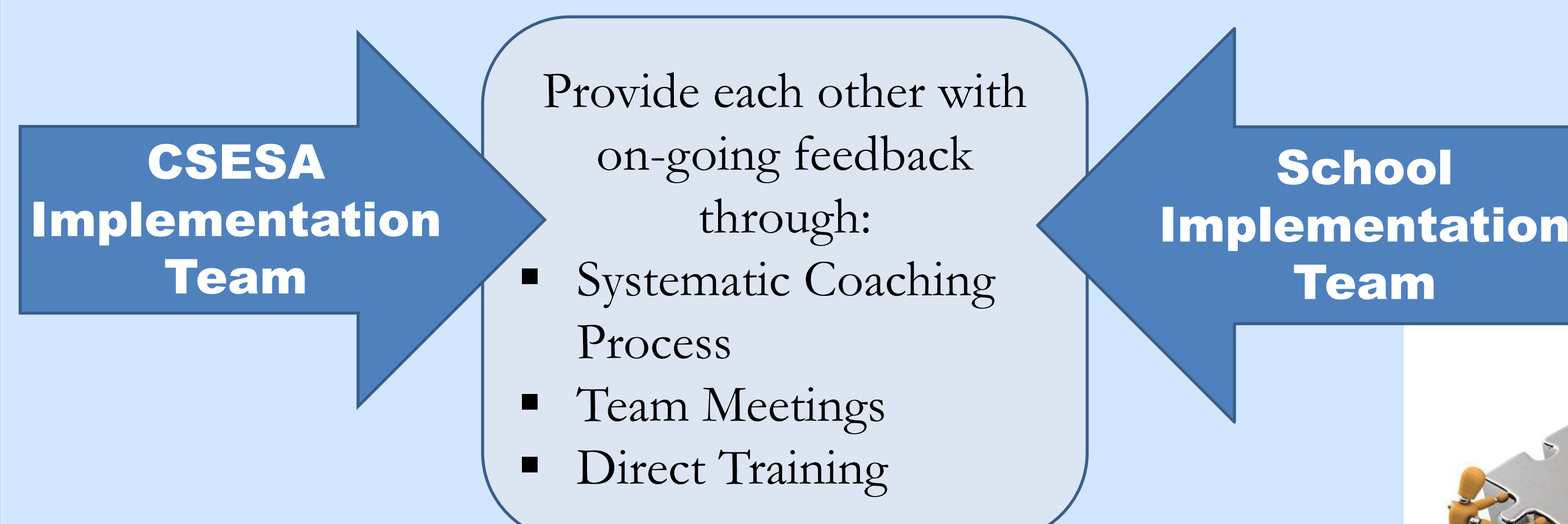
"Time is going to be a big factor. Planning time to be able to plan and implement these steps." Teacher

B. Advisory Board: Ten Leaders in the Field of Autism

Provided feedback on the model components, process, materials, research design and dissemination plan.



Building teams to ensure success



"It's hard to get that consistency, making sure everybody's following. That's a lot of people to get on the same page. Everybody's willing to try stuff, but we're not all using the same language, and that's confusing for somebody to work with that many people." Administrator

C. Autism Society of America Preconference Workshop 37 Participants - individuals with autism, families, professionals

Engaged in dialogue on the experience of High School for students on the spectrum related to:

- Relationships and Social Interactions
- Responsibility & Independence
- Technology

"They fall off the cliff when they leave high school." Parent



D. Incorporating Feedback

In response to stakeholder feedback materials, formats and technology platforms were redesigned.

Subdomain: Problem Solving & Goal Setting									
SKILLS/BEHAVIORS					EVIDENCE BASED PRACTICES				
Item	Identifies	Seeks help	Identifies/defines a problem	Generates possible solutions	Identifies goals	Differential reinforcement*	Prompting*	Reinforcement*	Task analysis*
0101	Identifies appropriate person to ask for assistance	Seeks help appropriately from identified person	Identifies/defines a problem in structured school/community setting	Generates possible solutions to problem	Identifies goals and related steps required to meet goals	Antecedent-based interventions*	Computer-aided instruction*	Functional communication training*	Naturalistic interventions
0102	Identifies appropriate person to ask for assistance	Seeks help appropriately from identified person	Identifies/defines a problem in unstructured school/community setting	Generates possible solutions to problem	Identifies goals and related steps required to meet goals	Antecedent-based interventions*	Computer-aided instruction*	Functional communication training*	Naturalistic interventions
0103	Identifies appropriate person to ask for assistance	Seeks help appropriately from identified person	Identifies/defines a problem in structured school/community setting	Generates possible solutions to problem	Identifies goals and related steps required to meet goals	Antecedent-based interventions*	Computer-aided instruction*	Functional communication training*	Naturalistic interventions
0104	Identifies appropriate person to ask for assistance	Seeks help appropriately from identified person	Identifies/defines a problem in unstructured school/community setting	Generates possible solutions to problem	Identifies goals and related steps required to meet goals	Antecedent-based interventions*	Computer-aided instruction*	Functional communication training*	Naturalistic interventions
0105	Identifies appropriate person to ask for assistance	Seeks help appropriately from identified person	Identifies/defines a problem in structured school/community setting	Generates possible solutions to problem	Identifies goals and related steps required to meet goals	Antecedent-based interventions*	Computer-aided instruction*	Functional communication training*	Naturalistic interventions
0106	Identifies appropriate person to ask for assistance	Seeks help appropriately from identified person	Identifies/defines a problem in unstructured school/community setting	Generates possible solutions to problem	Identifies goals and related steps required to meet goals	Antecedent-based interventions*	Computer-aided instruction*	Functional communication training*	Naturalistic interventions
0107	Identifies appropriate person to ask for assistance	Seeks help appropriately from identified person	Identifies/defines a problem in structured school/community setting	Generates possible solutions to problem	Identifies goals and related steps required to meet goals	Antecedent-based interventions*	Computer-aided instruction*	Functional communication training*	Naturalistic interventions
0108	Identifies appropriate person to ask for assistance	Seeks help appropriately from identified person	Identifies/defines a problem in unstructured school/community setting	Generates possible solutions to problem	Identifies goals and related steps required to meet goals	Antecedent-based interventions*	Computer-aided instruction*	Functional communication training*	Naturalistic interventions
0109	Identifies appropriate person to ask for assistance	Seeks help appropriately from identified person	Identifies/defines a problem in structured school/community setting	Generates possible solutions to problem	Identifies goals and related steps required to meet goals	Antecedent-based interventions*	Computer-aided instruction*	Functional communication training*	Naturalistic interventions
0110	Identifies appropriate person to ask for assistance	Seeks help appropriately from identified person	Identifies/defines a problem in unstructured school/community setting	Generates possible solutions to problem	Identifies goals and related steps required to meet goals	Antecedent-based interventions*	Computer-aided instruction*	Functional communication training*	Naturalistic interventions

Sharing the findings

Remedial & Special Education Journal – Special Issue
Autism-at-a-Glance Pamphlets
Website/Facebook updates and eNews
Focus Group Findings Paper (in progress)
Component Specific Papers (in progress)



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