Center Partnerships

- FPG Child Development Institute, University of North Carolina at Chapel Hill (Odom, Hume)
- Waisman Center, University of Wisconsin – Madison (Smith, Melick)
- MIND Institute, University of California – Davis (Rogers)
- San Diego State University (Hall, Kraemer)
- University of Texas – Austin (Vaughn)
- Kennedy Center, Vanderbilt University (Carter)
- University of North Carolina – Charlotte Browder, Test)
CSESA Overview

- The Center
- Research
- Leadership
- Supplemental Studies
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.”
“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, and 21% never engage in outside activities...” (Shattuck, 2010).
For your subjects when they graduate:
1) Something to do
2) Somewhere to be
3) Someone to love.
Good luck!!
Small number of high school-aged in current research studies - 2013
CSESA RESEARCH
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
- Includes: online/onsite training, APERS, GAS, EBP training, coaching
- Adapted for CSESA
NPDC – ASD Model Framework

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

PROCESSES
- IEP Goals
  - Goal Attainment Scaling
- EBP Selection
  - 24 Focused Interventions
- Implementation
  - Teacher/team & Coaches
  - Practice Fidelity Checklists

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
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 at 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

Behaviors

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

Interfering Behaviors
- Behavioral
- Emotional

Team Development

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 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
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

**Domain: Personal Responsibility & Independence**

**Subdomain: Organization**

<table>
<thead>
<tr>
<th>Skill Evaluation</th>
<th>Priority Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not like student</td>
<td>Like student</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>01.</strong></th>
<th>Accesses and follows daily schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Note:</strong> Format &amp; length may vary based on student needs (e.g. written, objects, pictures, ipad); student refers to it throughout day</td>
<td></td>
</tr>
<tr>
<td><strong>02.</strong></td>
<td>Uses tools to document assigned work and/or scheduling information</td>
</tr>
<tr>
<td><strong>Note:</strong> Format may vary (e.g. planner, calendar, technology, putting information in backpack)</td>
<td></td>
</tr>
<tr>
<td><strong>03.</strong></td>
<td>Uses organizational system to document work completion</td>
</tr>
<tr>
<td><strong>Note:</strong> Format may vary (e.g. work system, planner, checklist, system to track grades, syllabus)</td>
<td></td>
</tr>
<tr>
<td><strong>04.</strong></td>
<td>Brings appropriate materials to assigned location</td>
</tr>
<tr>
<td><strong>Note:</strong> Includes bringing home and turning in homework, bringing supplies to class</td>
<td></td>
</tr>
<tr>
<td><strong>05.</strong></td>
<td>Materials/work space are organized</td>
</tr>
<tr>
<td><strong>Note:</strong> Includes neat paperwork, tidy work space</td>
<td></td>
</tr>
<tr>
<td><strong>06.</strong></td>
<td>Identifies steps required to complete assigned activities*</td>
</tr>
<tr>
<td><strong>Note:</strong> Includes breaking down larger projects into smaller steps, sequencing steps, listing steps in organizational systems</td>
<td></td>
</tr>
<tr>
<td><strong>07.</strong></td>
<td>Begins assigned activities within allotted time*</td>
</tr>
<tr>
<td><strong>08.</strong></td>
<td>Completes assigned activities within allotted time*</td>
</tr>
<tr>
<td><strong>09.</strong></td>
<td>Returns materials to correct location at the end of activities</td>
</tr>
<tr>
<td><strong>10.</strong></td>
<td>Arrives at assigned location or activity on time</td>
</tr>
<tr>
<td><strong>Note:</strong> May include within classroom or across school/community</td>
<td></td>
</tr>
<tr>
<td>Key for Step 1: Skill Evaluation</td>
<td>Key for Step 2: Priority Ranking</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>(left column)</strong></td>
<td><strong>(middle column)</strong></td>
</tr>
<tr>
<td><strong>0= This is <strong>NOT</strong> like my student.</strong></td>
<td><strong>0= Not a concern</strong></td>
</tr>
<tr>
<td>- My student is not/rarely able to demonstrate this skill with the supports I provide to the group</td>
<td>- Though the skill is not demonstrated consistently and or independently, it is not a concern or priority in this environment</td>
</tr>
<tr>
<td>**1=This is **sort of <strong>like my student.</strong></td>
<td><strong>1= Minor concern</strong></td>
</tr>
<tr>
<td>- My student is able to demonstrate this skill regularly with additional supports (e.g. individual attention, visual information, additional reminders, adjusted assignment) <strong>AND/OR</strong></td>
<td>- Demonstrating this skill consistently and/or independently would be helpful in this environment</td>
</tr>
<tr>
<td>- My student is able to demonstrate this skill sporadically with the supports I provide to the group.</td>
<td><strong>2= Major concern</strong></td>
</tr>
<tr>
<td>**2=This is **very much <strong>like my student</strong>.</td>
<td>- Demonstrating this skill consistently and/or more independently is a requirement in this environment.</td>
</tr>
<tr>
<td><strong>N/O= I have <strong>not observed</strong> this skill area for my student</strong></td>
<td><strong>N/A= This skill area is <strong>not applicable</strong> to my student</strong></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
  - Promoting responsibility & independence
  - Community engagement
  - Self-management

Interfering Behaviors
- Behavioral
- Emotional

Team Development

Assessment
- Secondary School Checklist

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

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

Ongoing Coaching

Team Meeting
# The PRISM Process

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

Interventions link to CSESA Foundations (NPDC) Evidence Based Practices
Social Competency

Peer Social Networks

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 and Families

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
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.
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?
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
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

- 2012-2013: 6 schools, 2 components at each  
  - 10 students per school

- 2013-2014: 15 treatment, 15 control (Cohort 1)

- 2014-2015: 15 treatment, 15 control (Cohorts 1 & 2)

- 2015-2016: 30 treatment, 30 control (Cohorts 1 & 2)

- 2016-2017: 15 treatment, 15 control (Cohort 2)

Each cohort is followed for 2 years
**Year 1: Design Experiment Pilots**

- **Key Questions and Considerations**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Participants:</th>
<th>Component:</th>
</tr>
</thead>
</table>

**Design Experimentation Log – Weekly Team Meetings**

<table>
<thead>
<tr>
<th>Content</th>
<th>Considerations/Guiding Questions</th>
<th>CSESA 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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure</th>
<th>Considerations/Guiding Questions</th>
<th>Evidence-Based Practices</th>
<th>Considerations/Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Consider the group size, space and room set-up, timing, etc.</td>
<td>• Which foundational EBPs will be important?</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 EBPs are already being used in the school?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How comfortable are the educators with the EBPs?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Considerations/Guiding Questions</th>
<th>CSESA components (Academic, PRISM, Social, Transitions &amp; Families)</th>
<th>Considerations/Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Were the strategies effective?</td>
<td>• How is the school already addressing this component?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Well-received by the students?</td>
<td>• Or other CSESA components?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Feasibility and acceptability of strategies in a high school setting?</td>
<td>• How might this component overlap with other components?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementation</th>
<th>Considerations/Guiding Questions</th>
<th>Technology</th>
<th>Considerations/Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• What parts of implementation are critical?</td>
<td>• How are you using technology?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ease/difficulty of implementation?</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>• Ideas to simplify implementation, considering who has skills to implement, availability to implement (e.g. when it is widely used?)</td>
<td>• Technology barriers within the schools</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other [e.g. changes made, things to remember]</th>
<th>Considerations/Guiding Questions</th>
<th>Data/Measures</th>
<th>Considerations/Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• What types of training, coaching, and support will be necessary to train other sites, A-teams?</td>
<td>• What behaviors/constructs are impacted by this intervention?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What would be the format for the PD?</td>
<td>• What changes are you seeing? What measures seem helpful in capturing changes?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What types of training, coaching, and support are needed to reach fidelity?</td>
<td>• How willing are educators to participate in data collection?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Considerations/Guiding Questions</th>
<th>Student Factors</th>
<th>Considerations/Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• What population are you targeting?</td>
<td>• What population are you targeting?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How could this be expanded across the population of students with ASD?</td>
<td>• How could this be expanded across the population of students with ASD?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How are the students responding to the intervention—effect, interest, etc.</td>
<td>• How are the students responding to the intervention—effect, 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.*
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>Stakeholder</th>
<th>Number of Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Administrator</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Educator</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Community Member/Service</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Provider</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Youth with ASD</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Families &amp; Individuals</td>
<td>School Personnel</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>Parent/ Caregiver (n = 47)</td>
<td>Adolescent/ Young Adult (n = 6)</td>
</tr>
<tr>
<td>Race &amp; Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>38</td>
<td>4</td>
</tr>
<tr>
<td>Black</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Multi-Race</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Female</td>
<td>45</td>
<td>1</td>
</tr>
<tr>
<td>Age in years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>≤ 18</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>19-25</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>26-40</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>41-55</td>
<td>35</td>
<td>0</td>
</tr>
<tr>
<td>56 ≥</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Stakeholders who have children with ASD (n = 58)</td>
<td>Child Age Range: 10 to 29 years</td>
<td>Mean 17.61</td>
</tr>
</tbody>
</table>
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?
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
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 Study & Timeline**

- **2012-2013 Year 1**
  - Development & piloting of individual model components (6 sites)
  - 6 schools, 2 components at each
  - 10 students per school

- **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)
  - 15 treatment, 15 control (Cohort 1)

- **2015-2016 Year 4**
  - Continue implementation at 30 Cohort 1 sites; enroll 30 more sites (Cohort 2)
  - 30 treatment, 30 control (Cohorts 1 & 2)

- **2016-2017 Year 5**
  - Continue implementation at 30 Cohort 2 sites, follow-up data at Cohort 1 sites
  - 15 treatment, 15 control (Cohort 2)

Each cohort is followed for 2 years.
Your thoughts and experiences??

When thinking about the intervention components of the CSESA model,

1. which have you found to be especially challenging for adolescents with autism across the spectrum?

2. are their others?
CSESA LEADERSHIP
Accomplishments & Activities

- Logo design (individual with ASD and designer)
- Launch of website & Facebook
  - [http://csea.fpg.unc.edu/](http://csea.fpg.unc.edu/)
- Conference Presentations
  - CEC (April 2013)
  - CBI (May 2013)
  - AAIDD (June 2013)
  - ASA (July 2013)
  - GIC (August 2013)
Coming Soon

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

- Upcoming Conferences
  - 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\(^{nd}\) and 3\(^{rd}\) 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.