A High School Program for Students with Autism Spectrum Disorder

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About CSESA

- Research & Development Center

- Funded by the Department of Education (IES)

- Purpose: To develop and study a comprehensive high school program for students on the autism spectrum

The Goal of CSESA

To improve post-secondary outcomes for students by using high quality professional development and evidence-based interventions to support practitioners, families, and students

…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.
– Paul Shattuck

[After high school]…and from then on, their world seems to get smaller and smaller. The child is almost always at home.
-Teacher

Why is CSESA important?

I can tell you that if I had had a plan like this in place…my life would be very different. I would not have wasted 10 years of my life doing jobs that I was frankly unsuited for and did not fit in.
-Adult with ASD

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

Students with ASD

- Complex Environment
- Transitions
- Social interactions

"Our kids are alone . . . They don't go to dances, they don't go bowling, and it is not because they do not want to."
-Parent from CSESA focus group

Poor post-secondary outcomes overall

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CSESA Sites

VANDERBILT
KENNEDY CENTER
for Research on Human Development

SAN DIEGO STATE
UNIVERSITY

UNCCHARLOTTE

UNC
FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

UCDAVIS
MIND INSTITUTE

THE UNIVERSITY OF
TEXAS
AT AUSTIN

WAISMAN CENTER
UNIVERSITY OF WISCONSIN-MADISON

CSESA Content

CSESA Foundations

- Purpose: professional development for school staff who are serving students with ASD
- Format: Assessment, training, and coaching

Independence & Behavior (PRISM)

- Purpose: to promote responsibility, independence, and self-management for students with ASD
- Format: Process for identifying and addressing key goals in existing instruction

Social Competence and Peer Connections (PASC)

- Purpose: to improve social competence skills and increase social opportunities for students with ASD
- Format: Combination of peer-mediated interventions and direct instruction

CSESA Content (cont.)

Academics: Literacy (Alternate Achievement and CSR)

- Purpose: to teach students to comprehend passages of connected text (AAL), used to support learning of content (CSR)
- Format: use of systematic instruction to teach question answering and related comprehension skills (AAL), use of evidence-based approach with cooperative learning component (CSR)
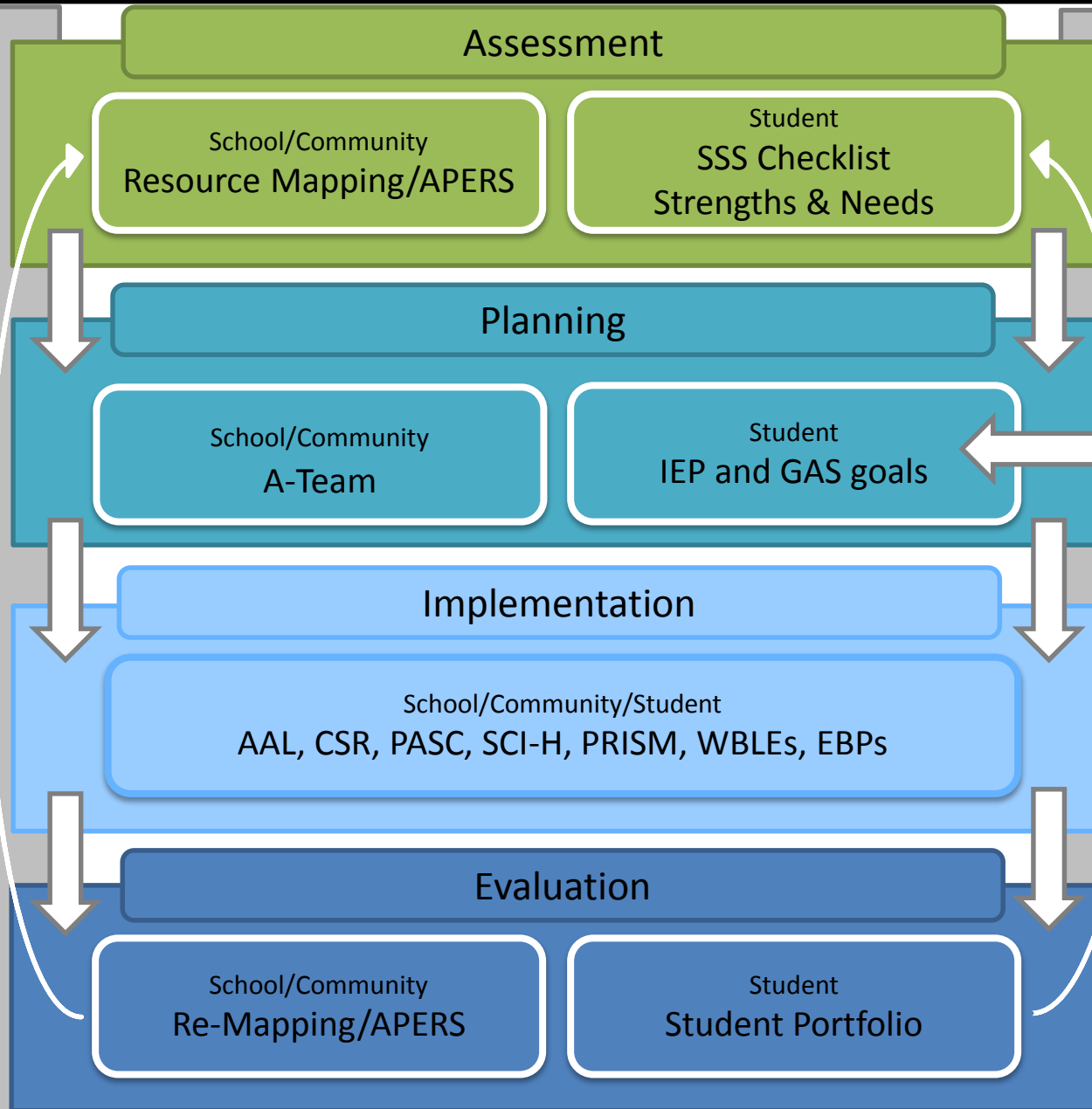
Transition and Families

- Purpose: to improve transition planning process and family knowledge of transition process
- Format: explicit instruction, community based instruction, coaching, and family training groups

CSESA Model Framework

Assessment

School/Community	Student
Resource Mapping/APERS	SSS Checklist Strengths & Needs

Planning

School/Community	Student
A-Team	IEP and GAS goals

Implementation

School/Community/Student
AAL, CSR, PASC, SCI-H, PRISM, WBLEs, EBPs

Evaluation

School/Community	Student
Re-Mapping/APERS	Student Portfolio

Professional Development

School/Community
Online Course, Initial Training, Transition Training, and Ongoing Coaching

Equipping & Empowering

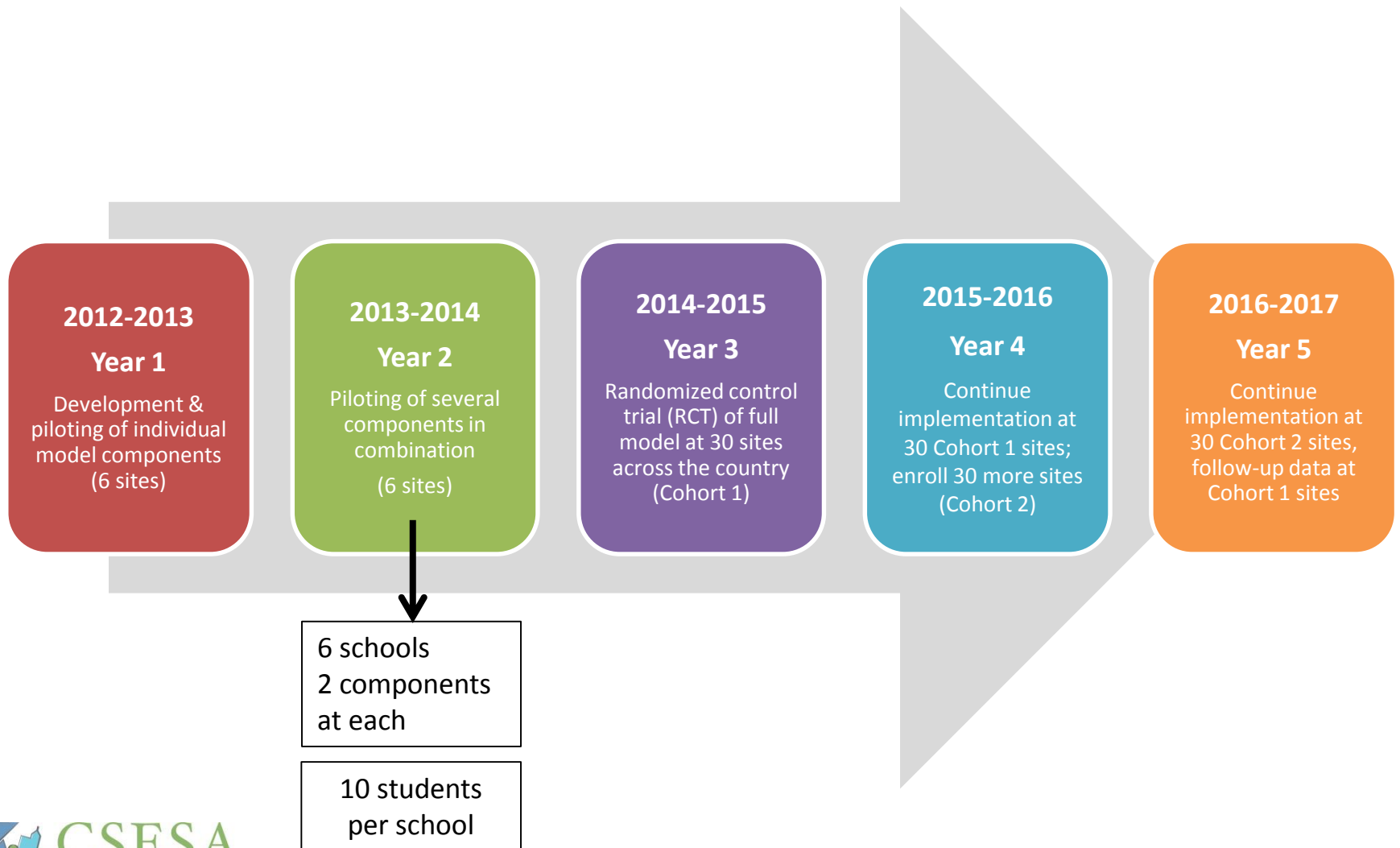Student
IEP Involvement

Family
Transitioning Together

The Big Picture

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

10 students per school

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Year 1: CSESA Study

- Focus Groups
  - With school personnel, community stakeholders, youth and young adults with ASD, and family members
  - Revised and refined components from feedback

- Pilot Studies
  - Each site tried at least one component in a high school
  - Collected data from school staff, families, and students
  - Further revised and refined components

Year 2: CSESA Study

- At each university site:
  - One high school
  - 7-10 students with ASD
  - CSESA Foundations + 2 components

Academic	Independence & Behavior	Social	Transition & Families

CSESA Foundations

Year 3-5: CSESA Study

- At UW, UNC, and UC San Diego sites:
  - Randomized control trial (RCT) of full model at 10 sites each (30 total)
  - 8-12 students with ASD
  - CSESA Foundations + all components

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

The CSESA Curriculum: Family Component

Family Support- Transitioning Together

Program Goals

- Provide education and support for parents

- Emphasize positivity and problem solving

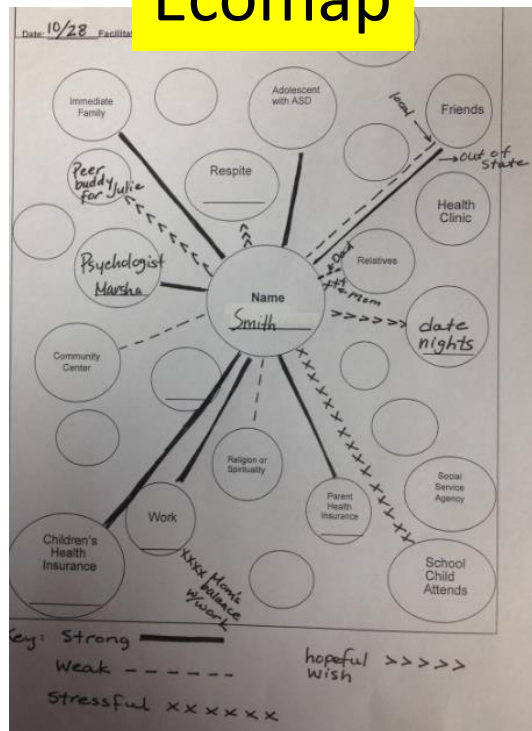- Share relevant resources and referrals based on results of school and community mapping

Family Support-Transitioning Together
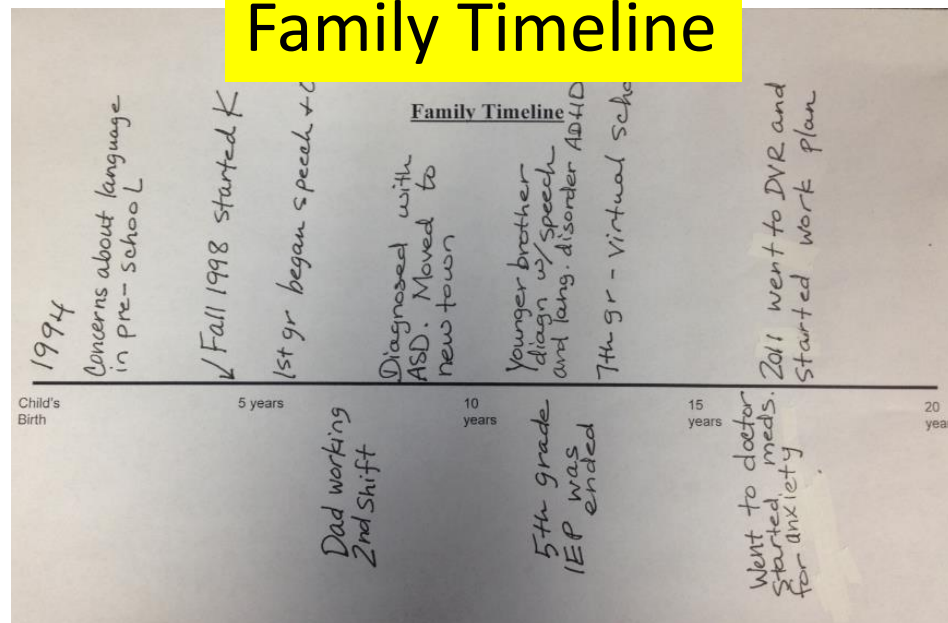
Program Components

- 2 individual family "joining sessions"

- 8 multi-family weekly group sessions

- 8 sessions for teens

Joining Session

Ecomap

Family Timeline

Family Goals might be:

- Finding respite opportunities so mom and dad can go on dates.
- A peer buddy for their daughter to have social opportunities.

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
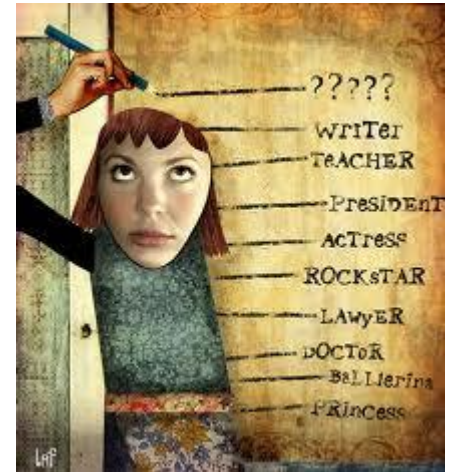
The problem solving process

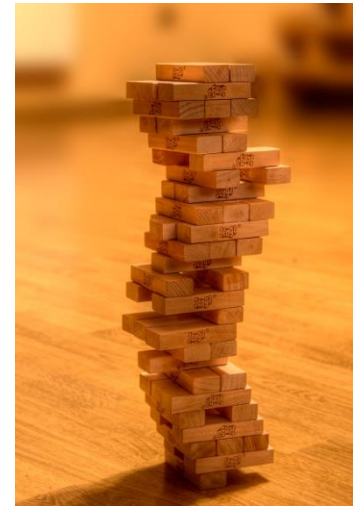STEP 1: DEFINE PROBLEM

STEP 2: LIST ALL POSSIBLE SOLUTIONS

STEP 3: DISCUSS ADVANTAGES AND
         DISADVANTAGES

STEP 4: CHOOSE THE BEST SOLUTION

Transitioning Together:
Topics for Teen Group Sessions

- Sharing interests

- Goal setting

- Problem-solving
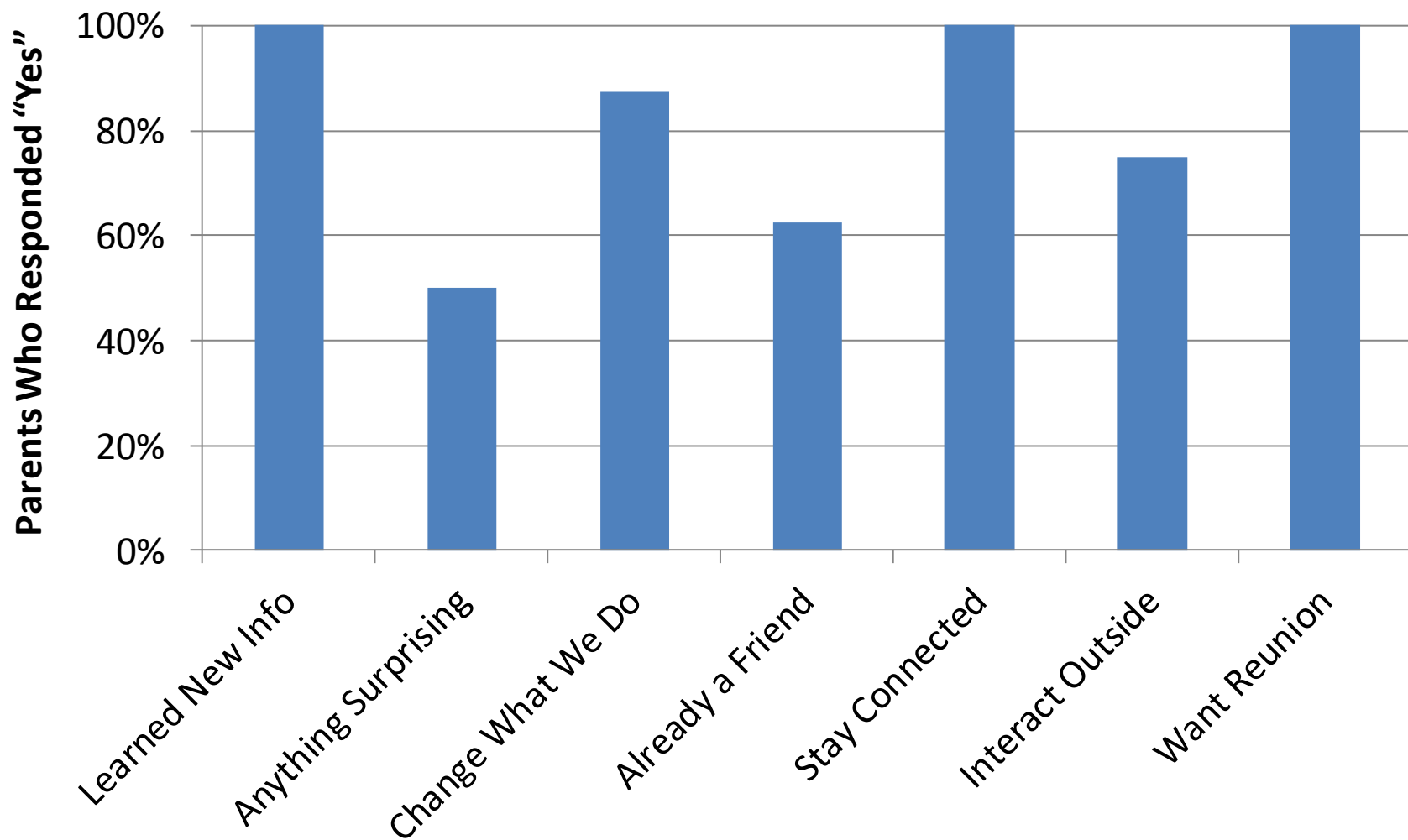
- Social planning

Early Findings

Positives

- Parents, teachers, and teens reported satisfaction with the program and were highly engaged

Information for CSESA

- Having a very heterogeneous group of families resulted in less discussion of autism-specific concerns
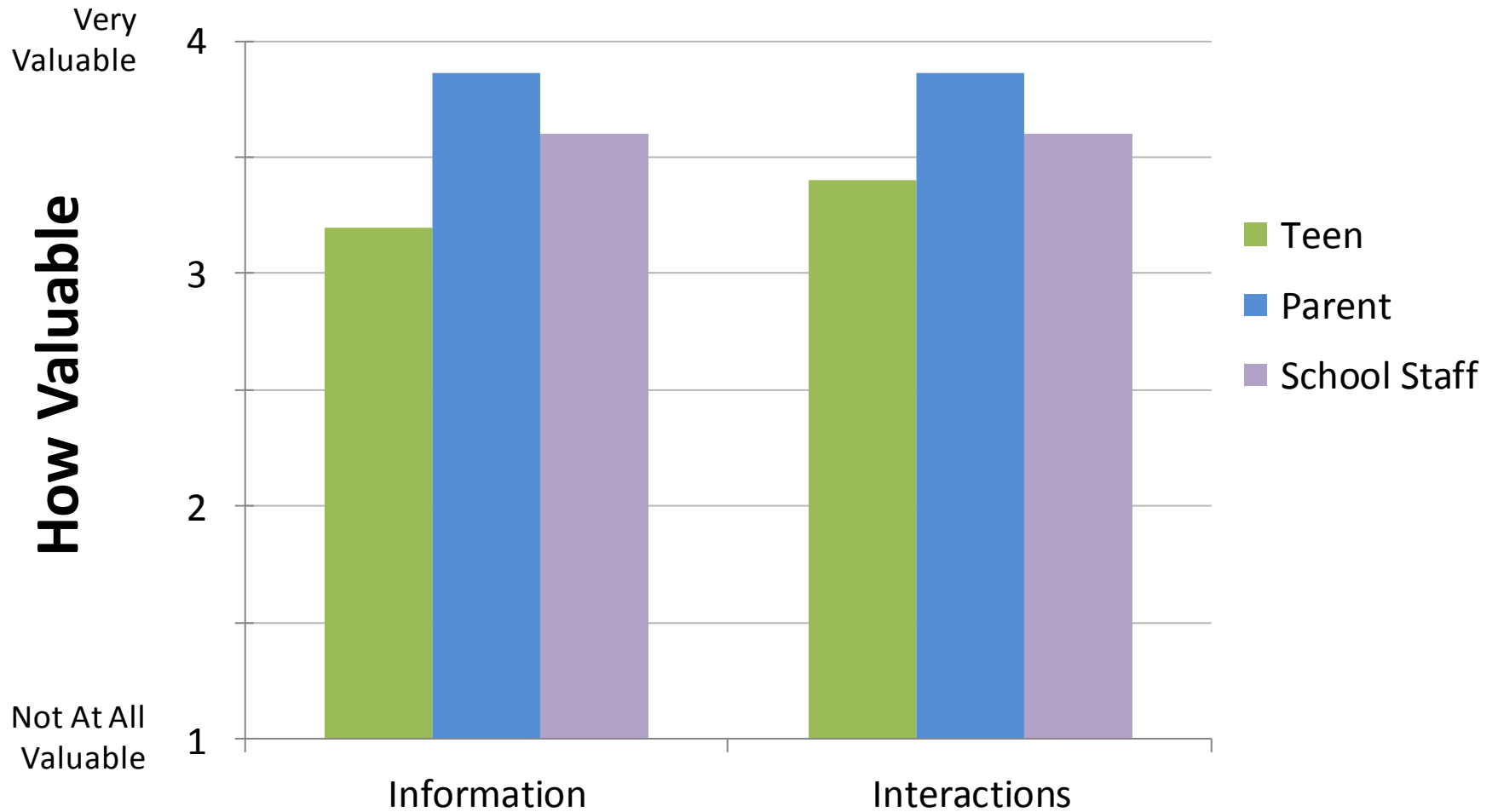
School Staff Implementation Reflection
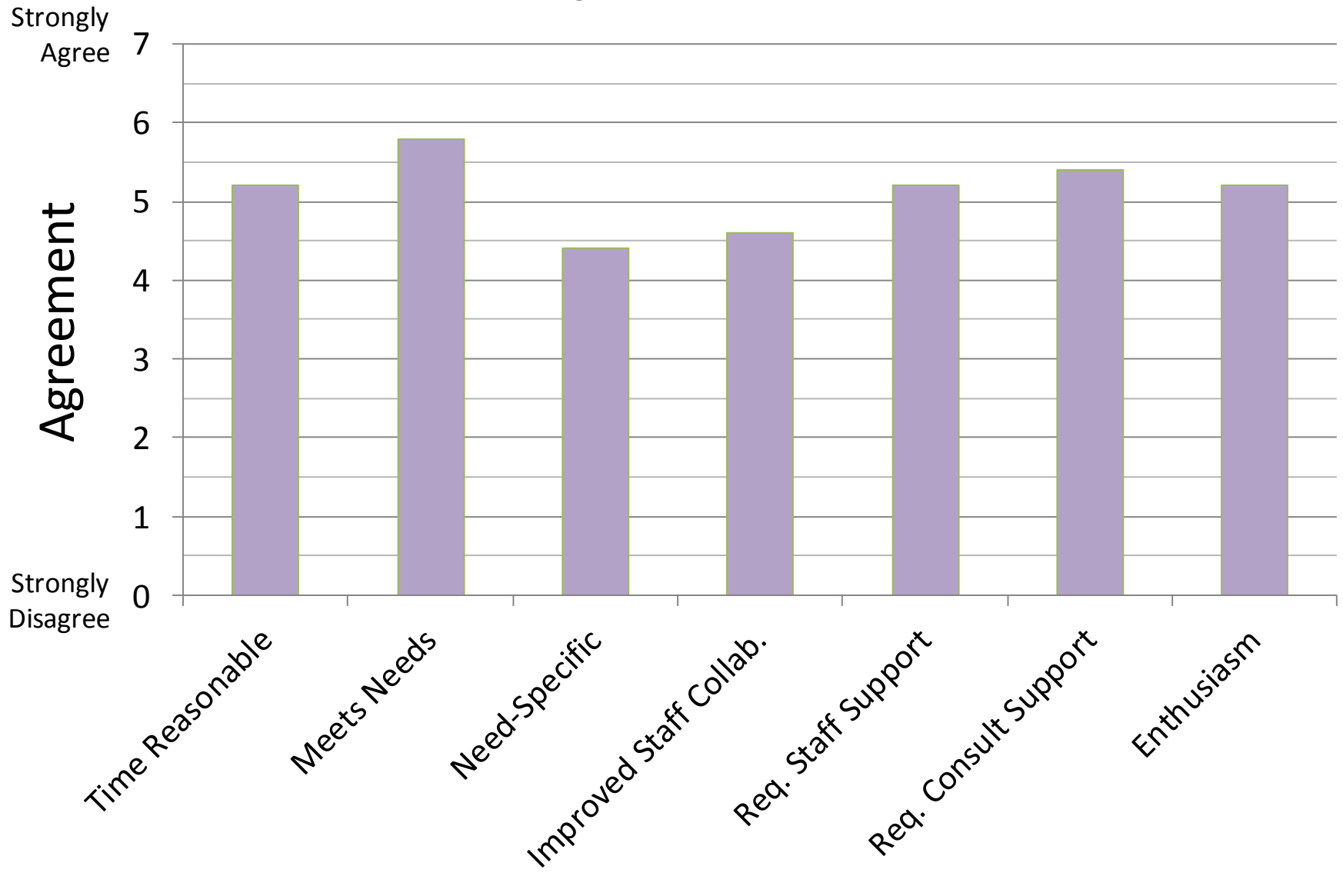
The CSESA Curriculum: Transition Component

Transition Planning

- Conducting **transition assessment** to identify and develop:
  - ❑ postsecondary goals
  - ❑ transition services
  - ❑ appropriate course of study
  - ❑ instruction
  - ❑ agencies to engage in planning
- Writing **IEP** that meet I-13 (legal) requirements

- **IEP that meets Indicator 13 includes:**

  – *appropriate measurable postsecondary goals*

  – *annually updated*

  – *age appropriate transition assessment*

  – *transition services*

  – *courses of study* (that will reasonably enable the student to meet those postsecondary goals)

  – *annual IEP goals* (related to the student's transition services needs).

  – *student was invited*

  – *a representative of any participating agency was invited*

20 U.S.C. 1416(a)(3)(B))

TRANSITION SERVICES FLOW CHART

Age-Appropriate Transition Assessments

Needs	Strengths	Preferences	Interests

Write Measurable Postsecondary Goals

Education/Training	Employment	Independent Living, as appropriate

Identify Transition Services

Instruction	Related Services	Community Experiences	Development of Adult Living Objectives

Write the Course of Study

Coordinate Services with Adult Agencies

Write the Annual IEP Goals

Seattle University - Center for Change in Transition Services, 2010

Indicator 13 Quality Rubric

- 0 - 3 point rating for each item
- Adapted from Rhode Island's quality I-13 review rubric

Student Involvement in the IEP

- Choice of 3 evidence-based curricula to teach
- Engages student in identifying strengths, needs, and goals
- Teaches about IEP process
- Prepares student to participate in the meeting at various levels

Career
College
Community

Resources

- *Self Directed IEP*
- *Self-Advocacy Strategy*
- *Whose Future is it Anyway?*

Work Based Learning Experiences

Career Exploration	"Career Exploration involves visits by youth to workplaces to learn about jobs and the skills required to perform them. Visits and meetings with employers and people in identified occupations outside of the workplace are also types of career exploration activities from which youth can learn about jobs and careers." (Luecking, 2009, p.l3)
Job Shadowing	"Job Shadowing is extended time, often a full workday or several workdays, spent by a youth in a workplace accompanying an employee in the performance of his or her daily duties." (Luecking, 2009, pg.l3)
Job Sampling/Work Sampling	"Work Sampling is work by a youth that does not materially benefit the employer but allows the youth to spend meaningful time in a work environment to learn aspects of potential job task and "soft skills" required in the workplace." (Luecking, 2009,p. l3)
Service Learning	"Service Learning is hands-on volunteer service to the community that integrates with course objectives. It is a structured process that provides time for reflection on the service experience and demonstration of the skills and knowledge required." (Luecking, 2009, p. l3)
Internships	"Internships are formal agreements whereby a youth is assigned specific tasks in a workplace over a predetermined period of time. Internships may be paid or unpaid, depending on the nature of the agreement with the company and the nature of the tasks." (Luecking, 2009, p.l3)
Apprenticeships	"Apprenticeships are formal, sanctioned work experiences of extended duration in which an apprentice learns specific occupational skills related to a standardized trade, such as carpentry, plumbing, or drafting. Many apprenticeships also include paid work components." (Luecking, 2009, p.l3)
Paid Employment	"Paid Employment may include existing standard jobs in a company or customized work assignments that are negotiated with an employer, but these jobs always feature a wage paid directly to the youth. Such work may be scheduled during or after the school day. It may be integral to a course of study or simply a separate adjunctive experience." (Luecking, 2009,p.l3)
Mentoring	"Mentoring is a person who through support, counsel, friendship, reinforcement and constructive example helps another person, usually a young person, to reach his or her work and life goals. Mentoring relationships provide valuable support to young people, especially those with disabilities, by offering not only academic and career guidance, but also effective role models for leadership, interpersonal and problem-solving skills."(Office of Disability Employment Policy, 2012)

Sample: Work Sampling Activities

Career Ready	
Student Activities	• Rotation through various community workstations • Sampling various job tasks • Career Assessments • Unpaid Workplace Experience
Resources	• Education for Employment in Kalamazoo County, Michigan provides Work Sampling experiences in real workplaces. For more information see: http://kresa.org/efe
College Ready	
Student Activities	• Review an introductory, general syllabus from a college/ university level course. Choose one sample paper or project from the course. Map out a method of you completing one of the assignments. Create a time that includes all the steps you would take in order to make sure you completed the assignment.
Resources	• http://www.facstaff.bucknell.edu/rickard/101Syll.html is a link to Professor John Rickard's English 101: Introduction to Fiction syllabus. Many of the fictional samples are synchronous to canonized texts found in most English 101 courses. • http://www.virginia.edu/vpsa/stdnt-disabilities-accom-hndbk07-08.pdf provides you with the guidance that the University of Virginia disseminates to their Faculty and Staff to help with accommodations for students with disabilities

The CSESA Curriculum: PRISM Component

What is PRISM?

- ***Promoting Responsibility, Independence, and Self-Management***
  - most desired behavioral outcomes

- PRISM is a **process** that guides school staff to select interventions that support independence.

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Our Hopes & Hypotheses

- We can build skills in areas that may be interfering with optimal postsecondary outcomes

- School focus on the PRISM skills will support student growth

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Independence is the key:

– The last OSEP report to Congress (2010) indicated that 96% of the adolescents with ASD in the NLTS2 study scored more than two standard deviations below the mean on the *Scales of Independent Behavior. This was the highest percentage of any disability classification.*

– Absence of *independent behavior can* interfere with high school success as much as *maladaptive behaviors*.

Teams use PRISM to improve

– Organization

– Judgment

– Sequencing

– Initiating

– Independence

– Social Demands

– Managing Emotions
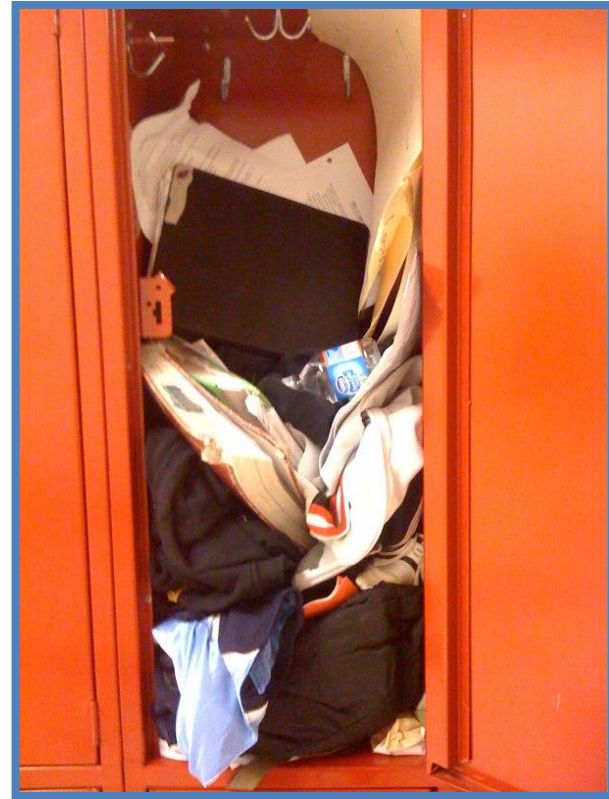
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The PRISM Process

Professional Development → **Student Assessment** → **Planning** → **Implement Interventions** → **Evaluation & Progress Monitoring**

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The PRISM Process

| Professional Development | Student Assessment (Phase1) | Planning (Phase 2) | Implement Interventions (Phase 3) | Evaluation & Progress Monitoring |
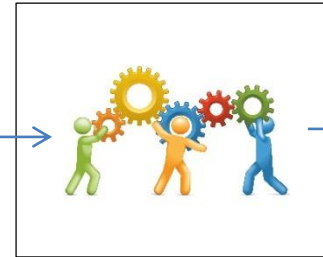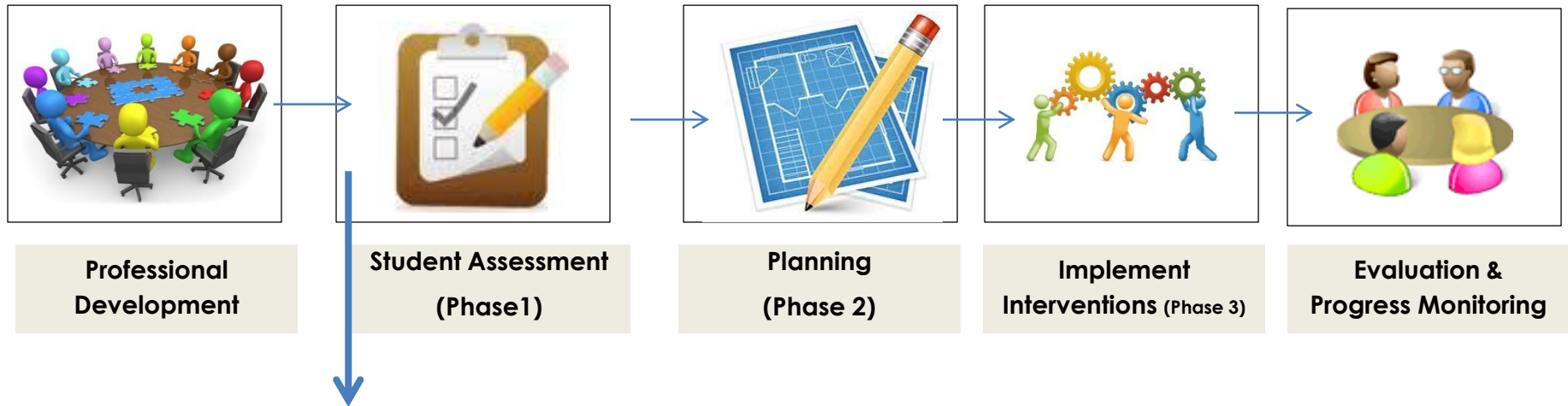
Team members complete Secondary School Success Checklist
Includes key behaviors linked to postsecondary school success
Guides team in selecting three goals & identifying 1 priority goal

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Secondary School Success Checklist

- Why a checklist?
  - Help teams consider skills in areas they may not be actively teaching
  - Think about your student in a number of locations
  - Gather multiple perspectives
  - Prioritize goals
  - Guide intervention planning
  - Use it to track progress

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The PRISM Process

| Professional Development | Student Assessment | Planning | Implement Interventions | Evaluation & Progress Monitoring |

Using SSSC data, intervention is planned across 2 meetings
Phase 1 : Collect Information

The PRISM Process: Phase 2

- Determine resources & professional development needed

- http://www.autisminternetmodules.org/

- http://autismpdc.fpg.unc.edu/content/briefs

- Training and coaching from CSESA team
  - 10 minute check-in each week with team lead

The PRISM Process: Phase 3

PLANNING & INTERVENTION PHASES

Phase	Steps	Who is involved
1. Collect Information	a. Decide on Team Membership b. Secondary School Success Checklist c. Meet to review Checklist findings, d. Determine 3 goals (1 priority) e. Plan for data collection for each goal	Team Members Core Team
2. Plan Intervention	Meet to a. Scale 1 priority goal and identify 2 supplemental goals b. Consider Student's Strengths and Preferences c. Review Previous Interventions d. Select Intervention e. Plan Implementation	Core Team
3. Implement Intervention	a. Collect data on student progress; team implementation b. Adjust plan as necessary	Core Team Review with Team members as applicable

The PRISM Process: Phase 3

- Team member(s) work with student on priority goal 30 minutes per week
  - In classrooms
  - During advisory period
  - During lunch/break
  - At job site

- Teach in isolation first (if appropriate), then generalize to larger setting

- Emphasize use of technology (if appropriate)
  - budget for technology (iTouch)

What can implementation look like?

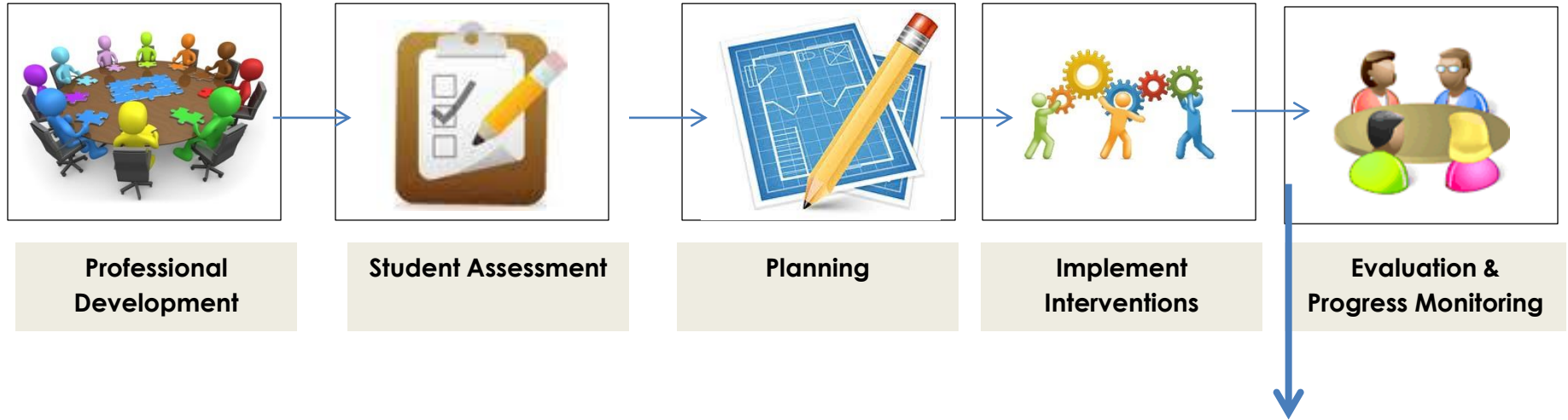- The team decided to create small cards with the same picture to represent "help" that is used in Levi's current schedule with the words "I need help".

What can implementation look like?

The PRISM Process

| Professional Development | Student Assessment | Planning | Implement Interventions | Evaluation & Progress Monitoring |

Take data on fidelity of intervention and student performance

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The PRISM Process: Evaluation & Progress Monitoring

http://autismpdc.fpg.unc.edu/content/briefs

Helps teams monitor implementation fidelity and adjust the plan

Module: Picture Exchange Communication System (PECS)

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Phase 4. Building Sentence Structure (cont.)		Score**							
3. The helper guides the learner to take the sentence strip and hand it to the communication partner.									
4. The communication partner reads the sentence strip, points to the symbols on the strip, and gives the requested item to learner.									
5. Replace the sentence strip in the communication book.									
6. On repeated trials, the helper fades physical guidance until the learner is able to place the symbol next to the "I want" symbol.									
7. After the exchange is established, the helper guides the learner to place the "I want" symbol on the sentence strip prior to placing the picture of the item requested.									
8. On repeated trials, the helper fades physical guidance for placement of the "I want" symbol.									
9. As the learner is able to point to the symbols as the communication partner reads the words, the communication partner pauses (e.g., 3-5 seconds) after saying, "I want" and before identifying the pictured item, thus leaving time for the learner to name/verbalize the item for him or herself.									
10. If learner verbalizes at all during the pause after the communication partner says, "I want," the communication partner provides the requested item immediately AND provides a lot of verbal praise for vocalization.									

The PRISM Process: Evaluation & Progress Monitoring

Student performance data

Date	Take "I need help card"	Move to communication partner	Give the card and/or say "I need help"	Wait for response before moving away	Notes
3/15	PP VP	PP	I	I	
3/15	PP	PP	PP	I	
3/15	PP	0			L found wipes/need to hide better
3/16	PP	I	I	I	☺
3/16	PP	I	I	I	
3/16	PP	I	I	I	
3/16	PP	I	I	I	Move visual closer? Make more clear? Prompt not working?
3/17	PP	I	I	I	Implemented Time Delay / changed visual
3/17	PP	I	I	I	
3/17	PP	I	I	I	
3/18	PP	I	I	I	
3/18	I	I	I	I	HOORAY! ☺
3/18	I	I	I	I	
3/19	I	I	I	I	

I – independent PP – physical prompt VP – verbal prompt 0 – error/issue

Participation in CSESA

School-Research Partnerships

- Purpose of Partnerships
  - Develop interventions that work in the "real-world"

- Key Features of Partnerships
  - Mutual respect
  - Shared knowledge
  - Common goals

CSESA in the Schools: Our Hopes

School

- Support an educational environment that works for all students
- Facilitate a positive and safe learning environment

School Staff

- Access to high quality professional development
- Partnership with CSESA team

Students with ASD

- Access to evidence-based practices and interventions
- Potential for improved immediate and post-secondary outcomes

Other Students

- Opportunities to participate in peer-mediated approaches and service learning opportunities
- Potential for carry-over effects

Families

- Regular participation in CSESA process and education planning

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Participation Expectations

CSESA Staff

- Provide CSESA trainings
- Schedule/distribute assessments
- Identify & scale priority goals and select appropriate interventions
- Support provision of CSESA intervention to intervention schools
- Provide ongoing coaching to intervention schools

School Staff- intervention

- Attend CSESA trainings
- Complete assessments
- Identify & scale priority goals and select appropriate interventions
- **Participate in coaching meetings**
- **Provide CSESA intervention to students**
- Monitor progress

School Staff- service as usual

- Attend CSESA trainings
- Complete assessments
- Identify & scale priority goals and select appropriate interventions
- Monitor progress

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CSESA Across the Partnership

ASD Course (Summer-Fall 2014)

- course on the basics of ASD
- Mandatory for A-team, optional for other school staff and parents

Participant Recruitment (September-October 2014)

- Send consent packets to potential A-team members
- Send consent packets to families of students with educational label of autism

Initial Training (October 2014)

- Onsite training led by CSESA team related to CSESA Foundations
- Introduction to CSESA components

Pre-Assessment (October-November 2014)

- CSESA team, school staff, parents, and students will complete pre-assessments

Intervention (October 2014-May 2016) ****INTERVENTION SITES

- Gradually role out CSESA Foundations and Interventions
- Ongoing support from CSESA team (observations and coaching)

Post-Assessment (April-May 2016)

- CSESA team, school staff, parents, and students will complete post-assessments

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Contact CSESA

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