

Center on Secondary Education for Students with Autism Spectrum Disorder (CSESA)

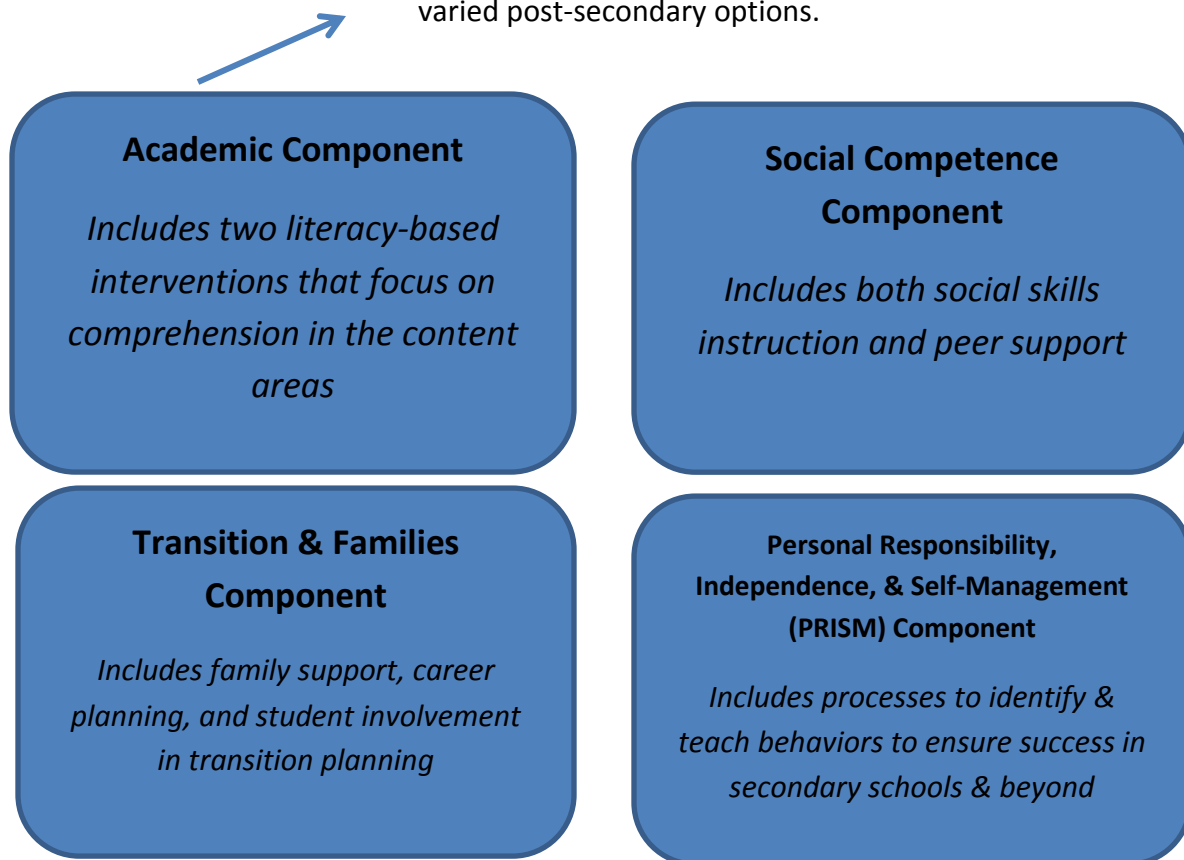


What is CSESA?

CSESA is a research and development project funded by the Department of Education that focuses on developing, adapting, and studying a comprehensive school-and community-based education program for high school students on the autism spectrum.

The comprehensive model will have five components that work together to best meet the needs of students, school staff, community partners, and families.

Components have features that recognize and build on student strengths, address a wide range of student needs, and help to prepare students for varied post-secondary options.



National Professional Development Center on Autism (NPDC)
(building teams at the school, assessing program quality, training & coaching)

The foundation of the model is a process to support professionals so they can better implement interventions and work together as a team. This includes providing ongoing coaching and support.



Who is involved in CSESA?

Across five years, researchers from six universities will collaborate with schools, businesses, families, and adolescents on the autism spectrum to build and study a high school program that supports optimal outcomes for students in high school and after graduation. Lead investigators are listed below.



Sam Odom & Kara Hume



Leann Smith & Linda Tuchman-Ginsberg



Sally Rogers



Diane Browder & Dave Test



Sharon Vaughn & Colleen Reutebuch



Erik Carter



Why is CSESA important?

When leaving high school, the majority of students on the autism spectrum do not have jobs or adequate post-secondary training, and many report having no friends or outside activities. We must better equip and assist professionals serving adolescents with ASD, as well as support adolescents and their families in achieving optimal outcomes.



Learn more about CSESA or get involved:

<http://ies.ed.gov/funding/grantsearch/details.asp?ID=1334>

We are involving stakeholders, including professionals in schools and employment, families, and individuals on the autism spectrum throughout the development process through focus groups, small pilot studies, consumer feedback on products developed, and through leadership activities such as conferences and work group meetings. Email Dr. Kara Hume, kara.hume@unc.edu or the research staff at your local site for more information.