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
CSESA Sites

VANDERBILT KENNEDY CENTER
for Research on Human Development

SAN DIEGO STATE UNIVERSITY

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

UC DAVIS MIND INSTITUTE

Waisman Center
University of Wisconsin-Madison
University Center for Excellence in Developmental Disabilities
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
CSESA Components

- AAL
- CSR-lite
- PRISM
- Peer-Mediated
- SCI-H
- Transitioning Together
- IEP, WBLE, Mapping, etc.

Academic

Independence & Behavior

Social

Transition & Families

CSESA Foundations

- Online Course
- APERS
- GAS
- Training
- Coaching
The CSESA Curriculum: Transition & Families Component
Transition & Families

• Transitioning Together (family component)
• Transition Process
  – School and Community Resource Mapping
  – Transition Planning Process
  – Student Involvement in the IEP
  – Work Based Learning Experiences in preparation for postsecondary goals (college, careers, independent living)
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
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.
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

• Autism in adulthood
• Transition planning
• Family Topics
• Problem-solving
• Risks to adult independence

• Community involvement
• Legal issues
• Risks to parental health and well-being
Early Findings

Positives

• Parents, staff, 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
Year 2 Parent Exit Interview

Parents Who Responded "Yes"

- Learned New Info: 100%
- Anything Surprising: 20%
- Change What We Do: 80%
- Already a Friend: 40%
- Stay Connected: 100%
- Interact Outside: 80%
- Want Reunion: 100%
Feedback from Parents

Do we have to quit meeting?

I enjoyed problem solving. Sometimes it’s easy to forget the obvious solutions.

We will be doing things differently based on our experience in the group, especially working on the self help skills we never really gave him the opportunity to develop.

Our attitude changed. We didn’t think our son could do a job and go to school-and he can do both.
Community Mapping

Community Resources
- Recreational
- Religious
- Consumer
- Local autism societies

Services for Individuals with Disabilities
- Vocational Rehabilitation
- Mental health services
- Social security benefits
- Adult service providers
- Legal services
- Local autism societies

Employment Resources
- Job openings sources
- Businesses within 5-mile radius of school
- Community adult service providers
- Local autism societies

Postsecondary, Vocational, Adult and Continuing Education

Independent Living
- Local agencies
- Adult service providers

Transportation Information
- Public transportation
- Taxi service
- Others

School Mapping

- **Case Manager**
  - Guidance counselor info
  - Supplemental aids & supports

- **Extracurricular**
  - Clubs and sports
  - Honor societies
  - Social events
  - Proms
  - Homecoming
  - Class trips

- **Hallways**
  - Hall monitor info
  - Helpful info about school or class

- **Health Suite**
  - School nurse info
  - Alcohol & drug prevention services
  - Others

- **Technology**
  - Technology aide info
  - Assistive technology
  - Access to internet or computer

- **Class Activities**
  - Class advisor info
  - Graduation
  - Class trips

- **Community Service**
  - Clothing drive
  - Food drive
  - Community service projects

- **Post-School**
  - Diplomas options at school
  - College fairs info

- **Others**
  - Technology aide info
  - Assistive technology
  - Access to internet or computer
Transition Planning

• Conducting transition assessment to
  ❑ Develop postsecondary goals
  ❑ Identify transition services
  ❑ Identify appropriate course of study
  ❑ Identify annual goal instruction
  ❑ Identify agencies to engage in planning

• Planning/ writing IEPs that meet I-13 (legal) requirements
Indicator 13

- Percent of youth with IEPs aged 16 and above with an IEP that includes *appropriate measurable postsecondary goals* that are *annually updated* and based upon an *age appropriate transition assessment*, *transition services*, including *courses of study*, that will reasonably enable the student to meet those postsecondary goals, and *annual IEP goals* related to the student’s transition services needs.

- There also must be **evidence that the student was invited to the IEP Team meeting** where transition services are to be discussed and evidence that, if appropriate, **a representative of any participating agency was invited** to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (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
Student Directed Meeting Resources

- Self Directed IEP
- Self-Advocacy Strategy
- Whose Future is it Anyway?
<table>
<thead>
<tr>
<th><strong>Work Based Learning Experiences</strong></th>
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<tbody>
<tr>
<td><strong>Career Exploration</strong></td>
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<tr>
<td>“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.13)</td>
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<tr>
<td><strong>Job Shadowing</strong></td>
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<tr>
<td>“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.13)</td>
</tr>
<tr>
<td><strong>Job Sampling/Work Sampling</strong></td>
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<td>“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 &quot;soft skills&quot; required in the workplace.” (Luecking, 2009, p. 13)</td>
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<td><strong>Service Learning</strong></td>
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<tr>
<td>“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.&quot; (Luecking, 2009, p. 13)</td>
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<td><strong>Internships</strong></td>
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<td>&quot;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.&quot; (Luecking, 2009, p.13)</td>
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<tr>
<td><strong>Apprenticeships</strong></td>
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<td>&quot;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.&quot; (Luecking, 2009, p.13)</td>
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<tr>
<td><strong>Paid Employment</strong></td>
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<td>&quot;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.&quot; (Luecking, 2009,p.13)</td>
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<tr>
<td><strong>Mentoring</strong></td>
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<td>&quot;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.&quot;(Office of Disability Employment Policy, 2012)</td>
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## Sample Work Sampling Activities

### Career Ready

<table>
<thead>
<tr>
<th>Student Activities</th>
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<tbody>
<tr>
<td>Rotation through various community workstations</td>
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<tr>
<td>Sampling various job tasks</td>
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<tr>
<td>Career Assessments</td>
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<tr>
<td>Unpaid Workplace Experience</td>
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</tbody>
</table>

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<th>Resources</th>
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<tbody>
<tr>
<td>Education for Employment in Kalamazoo County, Michigan provides Work Sampling experiences in real workplaces. For more information see: <a href="http://kresa.org/efe">http://kresa.org/efe</a></td>
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</tbody>
</table>

### College Ready

<table>
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<th>Student Activities</th>
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<tr>
<td>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.</td>
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<tr>
<td><a href="http://www.facstaff.bucknell.edu/rickard/101Syll.html">http://www.facstaff.bucknell.edu/rickard/101Syll.html</a> 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.</td>
</tr>
<tr>
<td><a href="http://www.virginia.edu/vpsa/stdnt-disabilities-accom-hndbk07-08.pdf">http://www.virginia.edu/vpsa/stdnt-disabilities-accom-hndbk07-08.pdf</a> provides you with the guidance that the University of Virginia disseminates to their Faculty and Staff to help with accommodations for students with disabilities</td>
</tr>
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Implementation Snapshot

• IEP participation example Animoto: Christopher's story

• Work-based learning example
Implementing in High Schools

Successes
• More comprehensive transition assessment is occurring
• Increase in student presence at IEP meetings
• Combining IEP (Whose Future is it?) with AAL adapted text materials

Troubleshooting & Adaptations
• IEPs, I-13 compliance vs. quality
• Still working on developing portfolio options
What Have We Learned?

• Schools and families find community and school resource maps useful, once completed.
• Teachers still have questions about transition assessment and the transition (IEP) process (I-13).
• Transition assessment leads to better WBLEs.
• Students want to be involved in their IEP meetings.
• Transition content and academic content can be integrated.
The CSESA Curriculum: Peer and Social Competence Component

Exploring the promise and possibilities of peer-mediated interventions for adolescents with ASD
Indicators of Friendships and Peer Relationships During Middle and High School

Frequently sees friends outside of school:
- Intellectual Disability: 22%
- Multiple Disabilities: 14%
- Autism: 6%

Never or rarely receives phone calls from friends:
- Intellectual Disability: 42%
- Multiple Disabilities: 63%
- Autism: 84%

Have NOT been invited to other youth’s social activities during the past year:
- Intellectual Disability: 25%
- Multiple Disabilities: 43%
- Autism: 50%

Wagner, Cadwallader, & Marder (2003)

www.nlts2.com
Individually Assigned Adults in Schools

![Graph showing number of FTE positions for Special Educators and Paraprofessionals from 2000 to 2009. The graph indicates a steady increase in positions over the years.]
A Few Peer-Mediated Pathways

Peer Support Arrangements (classroom-based)

Peer Network Strategies (non-instructional)

Peer Partner Programs (schoolwide)

To Learn More: www.tpronline.org/article.cfm/Fostering_Friendships
Peer Network Interventions

A social group of 3-6 students established around a student with a disability that:

- Meets weekly to talk, participate in a shared activity, and plan connections outside of the group
- Helps the student become more involved in everyday school life and be more connected to other school activities
- Receives feedback and support from an adult facilitator (e.g., teacher, coach, counselor)
Basic Steps: Peer Networks

• Identify interested students with ASD
• Identify an adult facilitator for the peer network
• Identify and invite 3-6 peers to join the group
• Hold an initial orientation meeting with the peers (and possibly students)
• Facilitate regular peer network meetings
  – Arrange a mutually enjoyable activity
  – Check in on weekly social contacts
  – Encourage expansion of the network
  – Provide ongoing feedback and support to students
• Reflect upon, fade support, and maintain the network
To Learn More...


Peer Support Arrangements

One or more peers without disabilities providing ongoing social and academic support to classmates with disabilities within the classroom.

Peers...

• Facilitate student participation in class activities
• Provide frequent feedback and encouragement
• Model communication and other skills
• Promote interaction with classmates
• Support progress related to IEP goals
• Support current behavior intervention plans, as appropriate
Basic Steps: Peer Supports

- Identifying students with ASD who need assistance to participate in class activities
- Recruiting peers from within the same classroom to help provide some of these supports
- Arranging for students to sit next to each other during class activities
- Orienting peers to their roles and showing them basic strategies for supporting the academic and social participation of their classmate
- Providing ongoing monitoring, feedback, and assistance to peers and their partners throughout the semester, as needed
- Shifting paraprofessionals to a broader support role within the classroom through which they assist all students, as directed by the teacher
To Learn More...


http://www.pattan.net
Peer Partner Programs

Formal, broad-based initiatives within a school to connect groups of students with and without disabilities, to promote inclusive activities, and greater awareness.

Basic Steps:
• Laying the groundwork and securing support
• Identifying students
• Equipping students to support and spend time with each other
• Connecting at regular meetings or events
• Sustaining and expanding the program
To Learn More...


PASC Intervention Process

1. Assess student’s social-related needs
2. Craft individualized, social-focused goals
3. Select intervention approach(es) and relevant contexts
4. Identify and provide training to facilitators
5. Implement the social-focused intervention
6. Involve families
7. Collect data to evaluate student progress
What Have We Learned?

• Considerable improvements in the peer interactions, (durable) social contacts, and (lasting) friendships of students with ASD
• Beneficial for peers without disabilities in terms of changed views, expectations, and friendships
• Considered feasible and acceptable by peers, staff, parents, and other stakeholders; highly valued and low-/no-cost
• Actual implementation of peer supports and peer networks in schools is inconsistent; peer partner programs are more widespread. [Why?]