CSESA

The Center on Secondary Education for Students with Autism Spectrum Disorders

PREPARING HIGH SCHOOL STUDENTS WITH ASD FOR COLLEGE AND CAREERS

David Test, Erik Carter, & Kate Szidon

Paper presented at the annual conference of the Division on Career Development and Transition, November 6, 2014, Cleveland, OH.

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

CSESA
The Center on Secondary Education for Students with Autism Spectrum Disorders

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
The Center on Secondary Education for Students with Autism Spectrum Disorders

CSESA Sites

VANDERBILT
KENNEDY CENTER
for Research on Human Development

SAN DIEGO STATE
UNIVERSITY

UNCCHARLOTTE

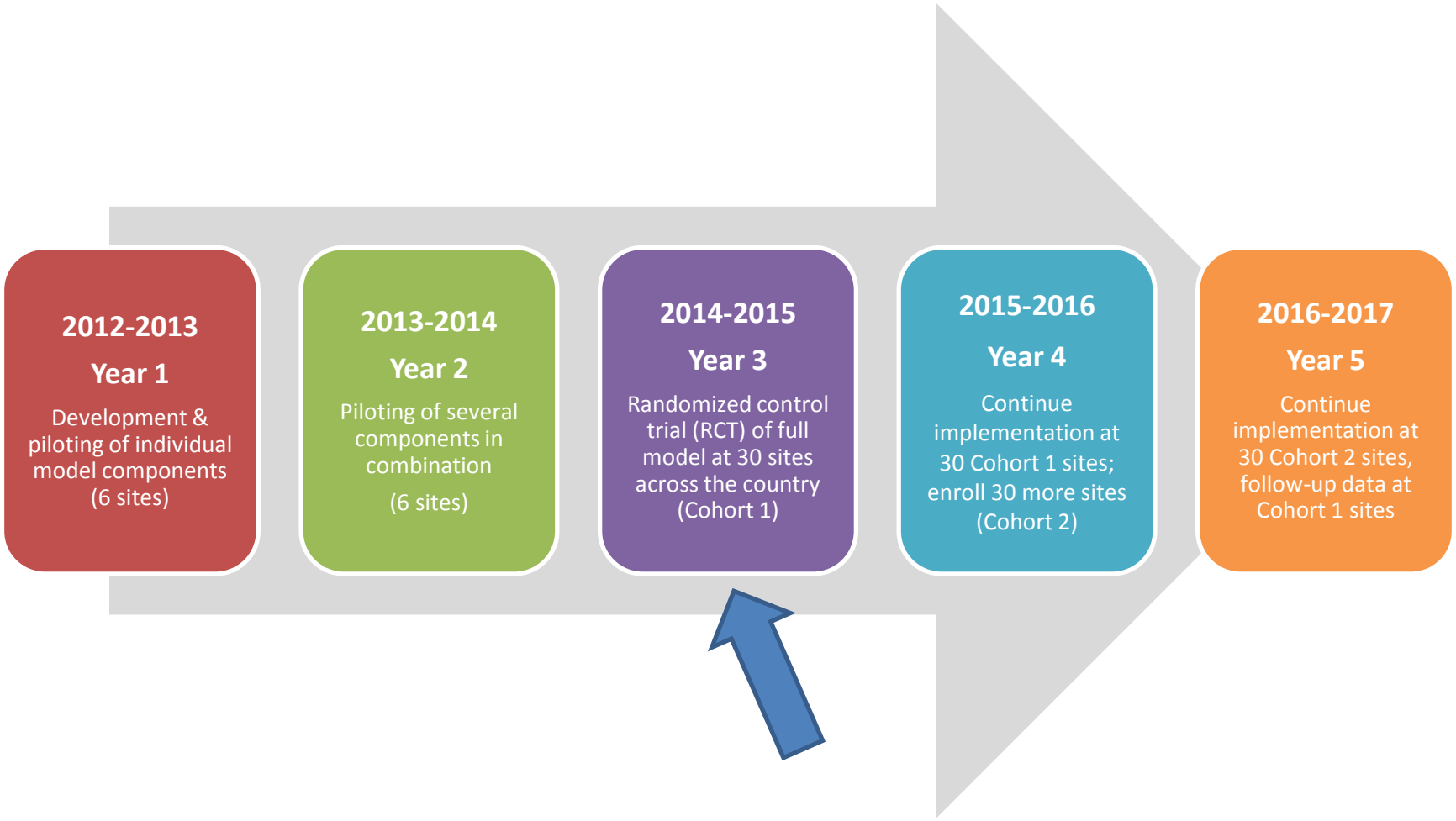
UNC
FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

UCDAVIS
MIND INSTITUTE

THE UNIVERSITY OF
TEXAS
AT AUSTIN

WAISMAN CENTER
UNIVERSITY OF WISCONSIN-MADISON
University Center for Excellence in Developmental Disabilities

The Big Picture



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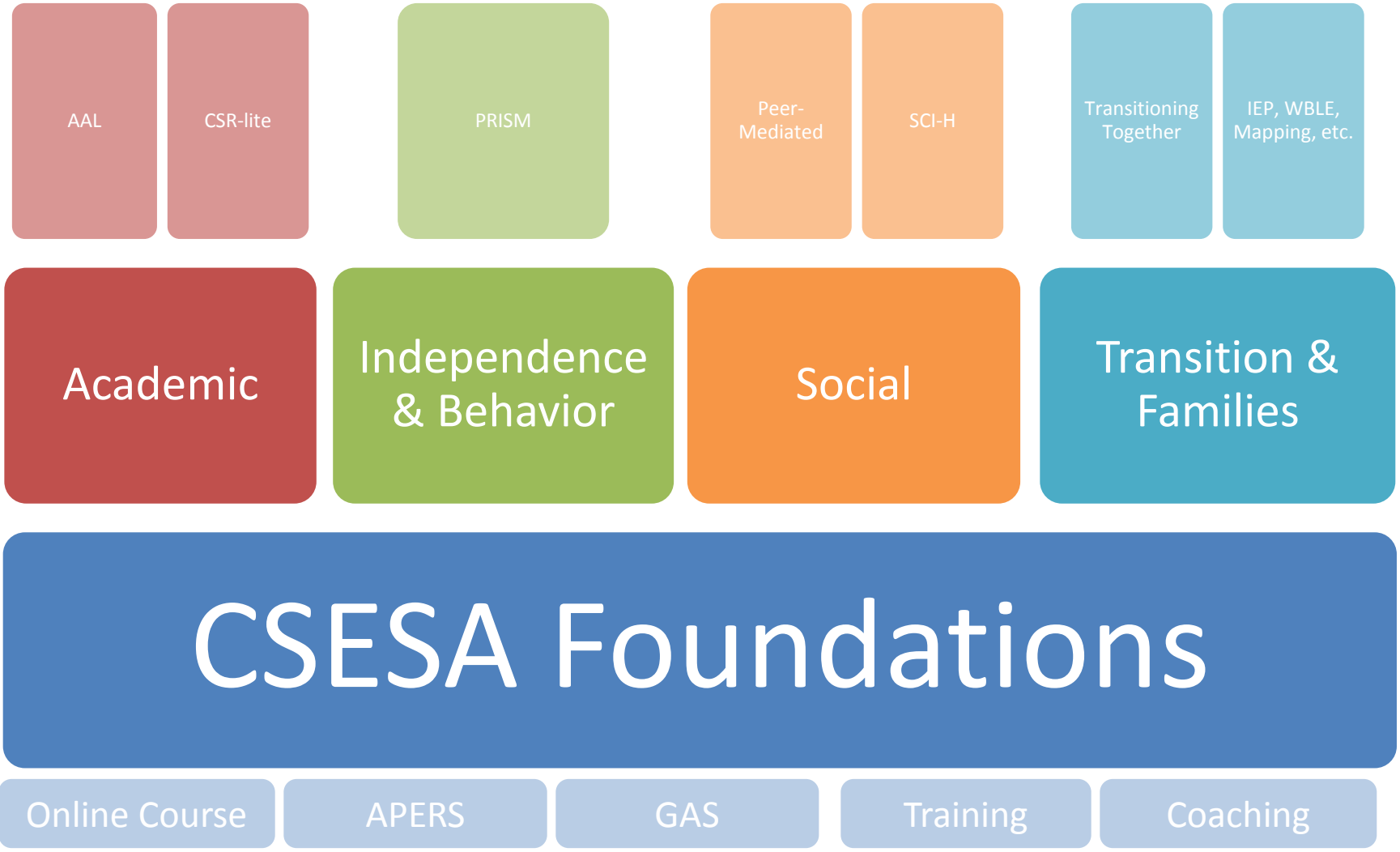
CSESA Components



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The CSESA Curriculum: Transition & Families Component

Transition & Families

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

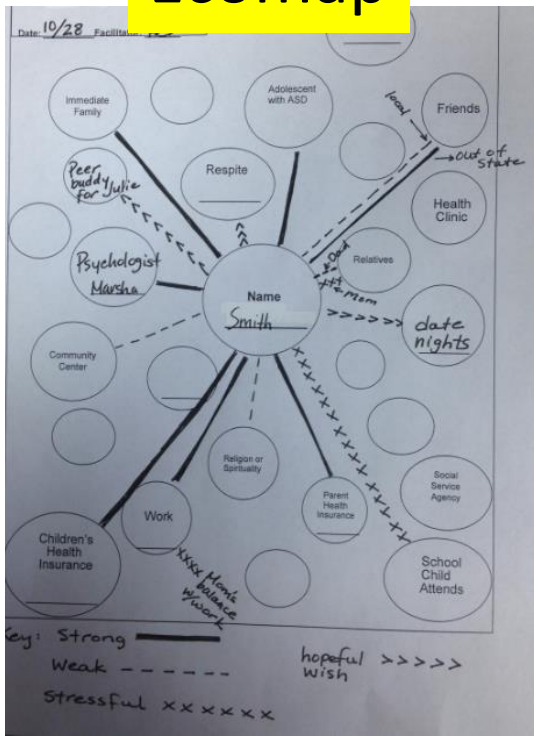
Family Support- Transitioning Together

Program Components

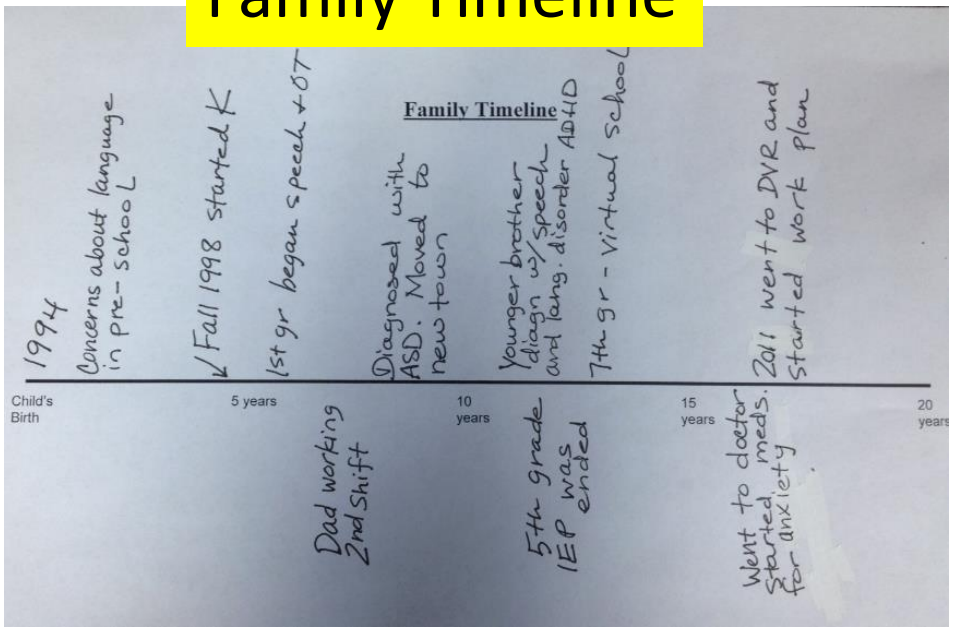
- 2 individual family “joining sessions”
- 8 multi-family weekly group sessions
- 8 sessions for teens

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.

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

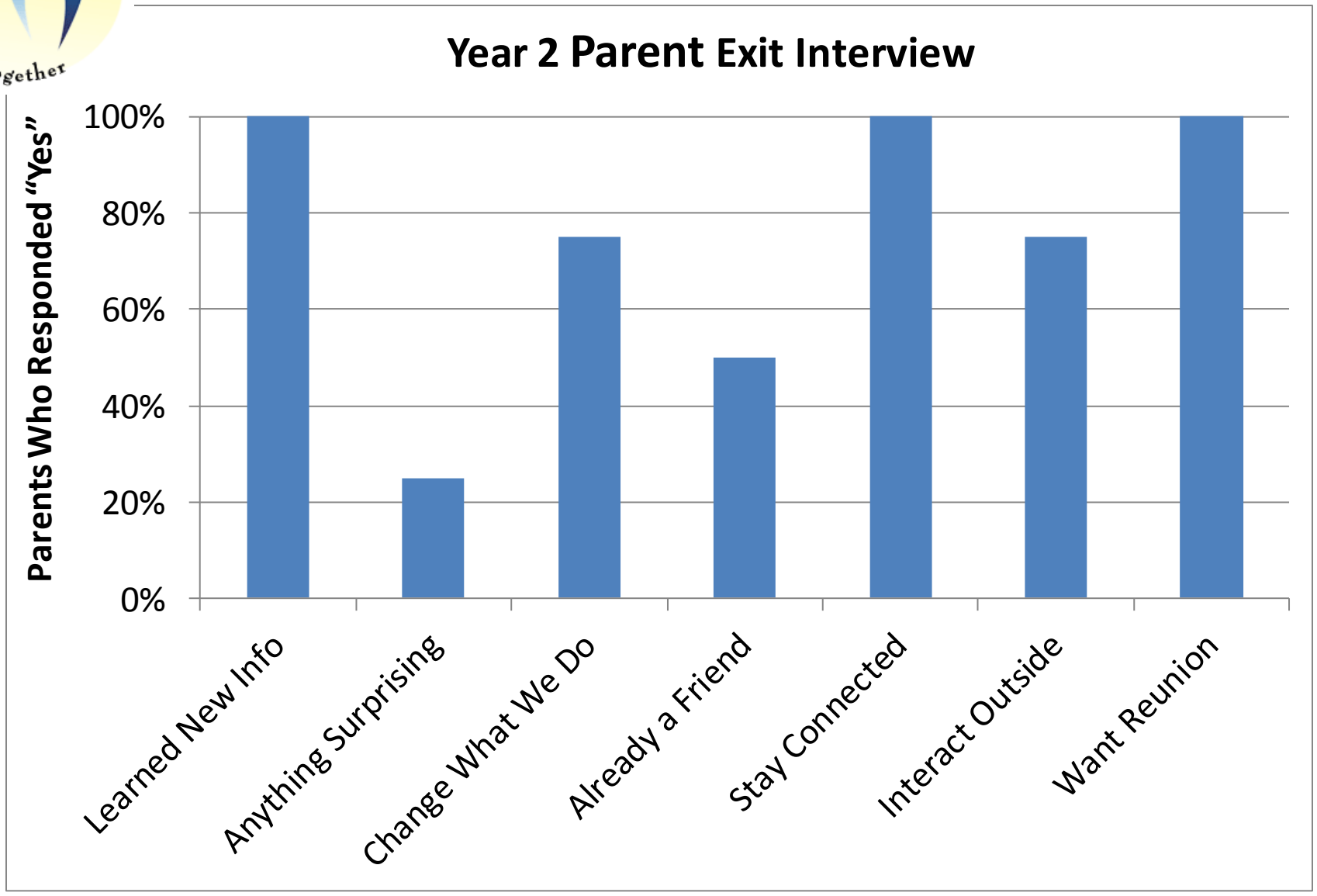
Early Findings

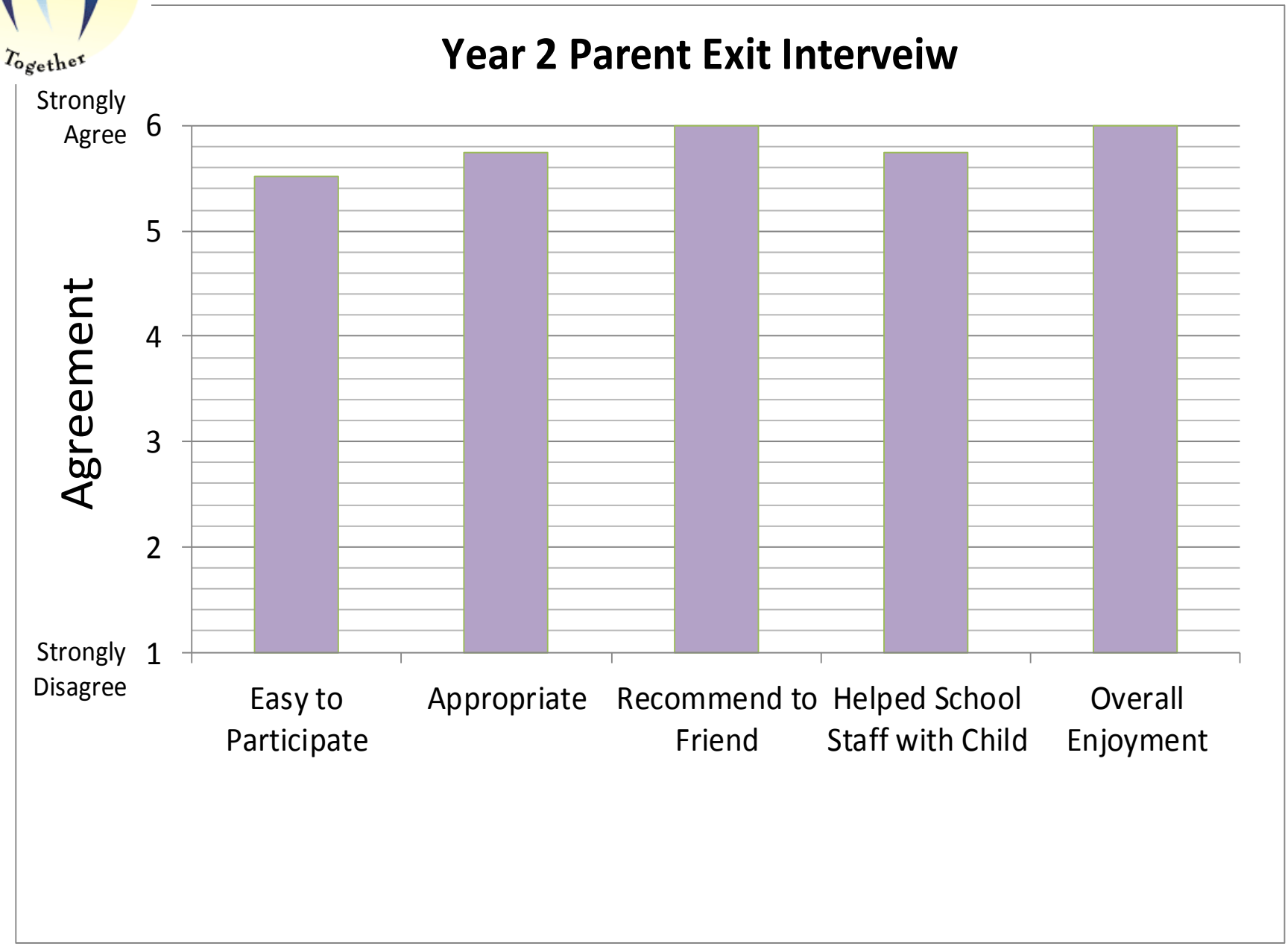
Positives

- 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"
100%
80%
60%
40%
20%
0%
Learned New Info
Anything Surprising
Change What We Do
Already a Friend
Stay Connected
Interact Outside
Want Reunion


Year 2 Parent Exit Interveiw
Strongly Agree
6
5
4
3
2
1
Strongly Disagree
Agreement
Easy to Participate
Appropriate
Recommend to Friend
Helped School Staff with Child
Overall Enjoyment

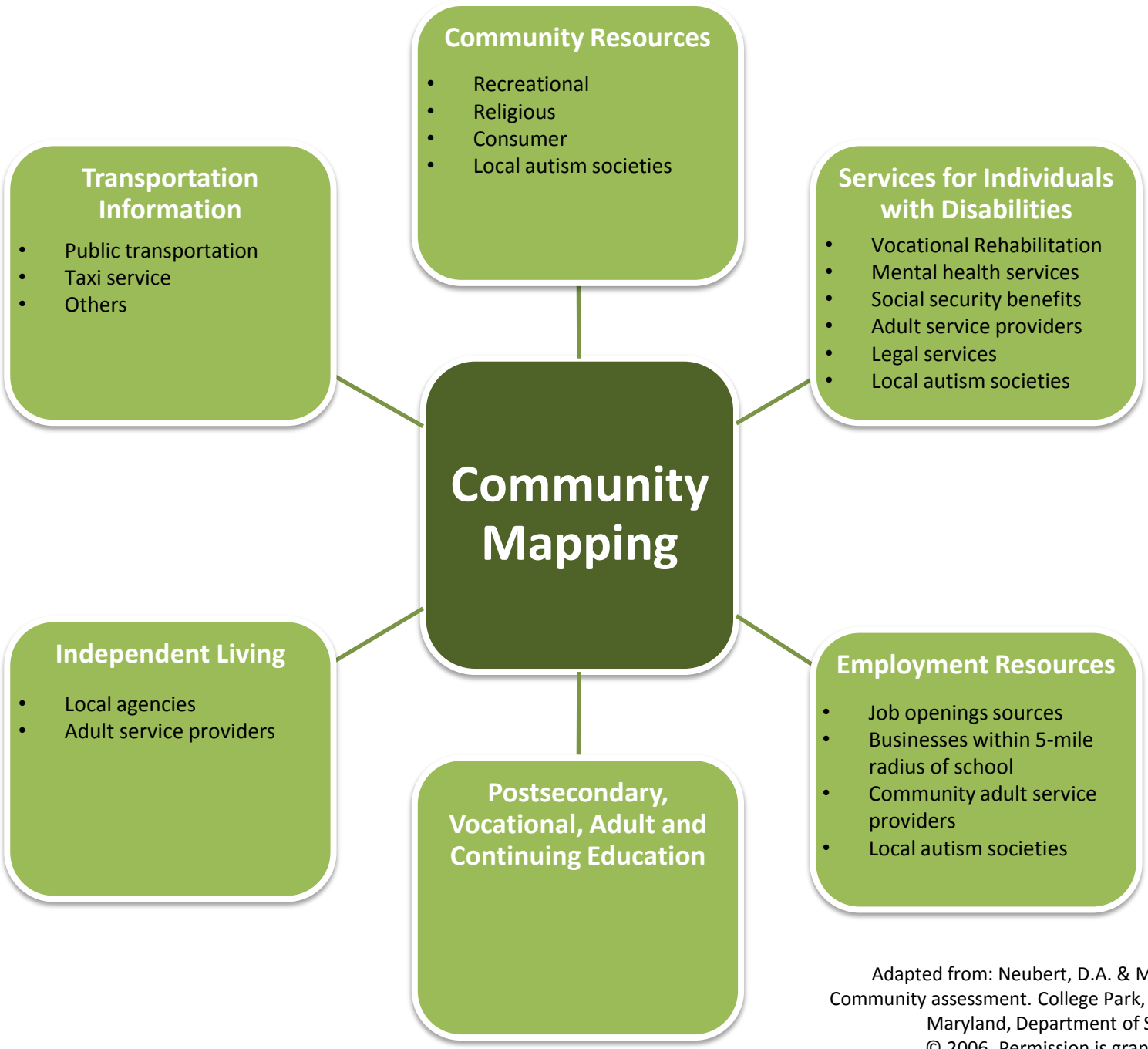
Feedback from Parents

Do we have to quit meeting?

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.

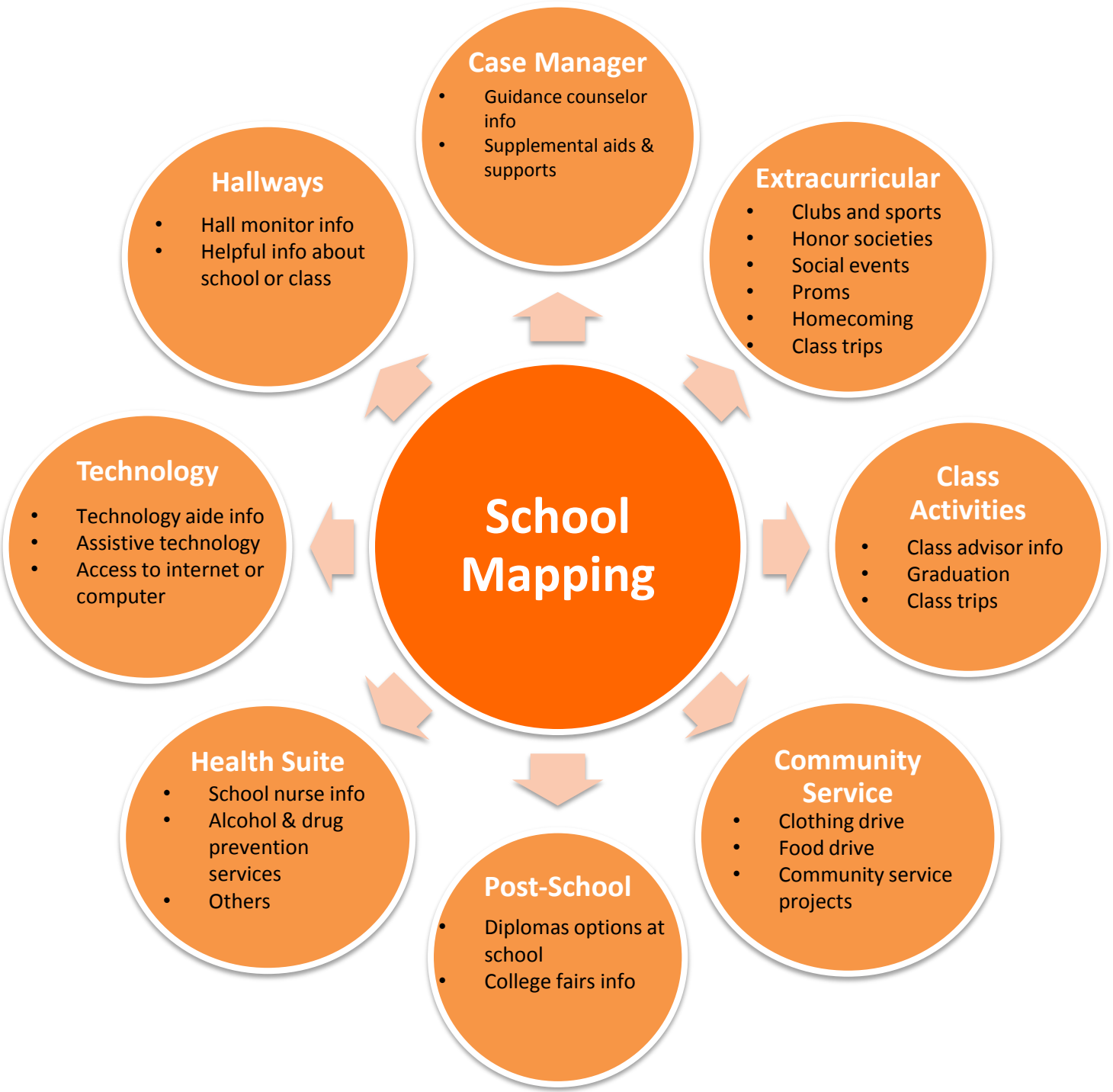
I enjoyed problem solving. Sometimes it's easy to forget the obvious solutions.

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



Adapted from: Neubert, D.A. & Moon, M.S. (2006). Community assessment. College Park, MD: University of Maryland, Department of Special Education.

© 2006. Permission is granted to reproduce.


School Mapping
Case Manager
Guidance counselor info
Supplemental aids & supports
Extracurricular
Clubs and sports
Honor societies
Social events
Proms
Homecoming
Class trips
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
Health Suite
School nurse info
Alcohol & drug prevention services
Others
Technology
Technology aide info
Assistive technology
Access to internet or computer
Hallways
Hall monitor info
Helpful info about school or class

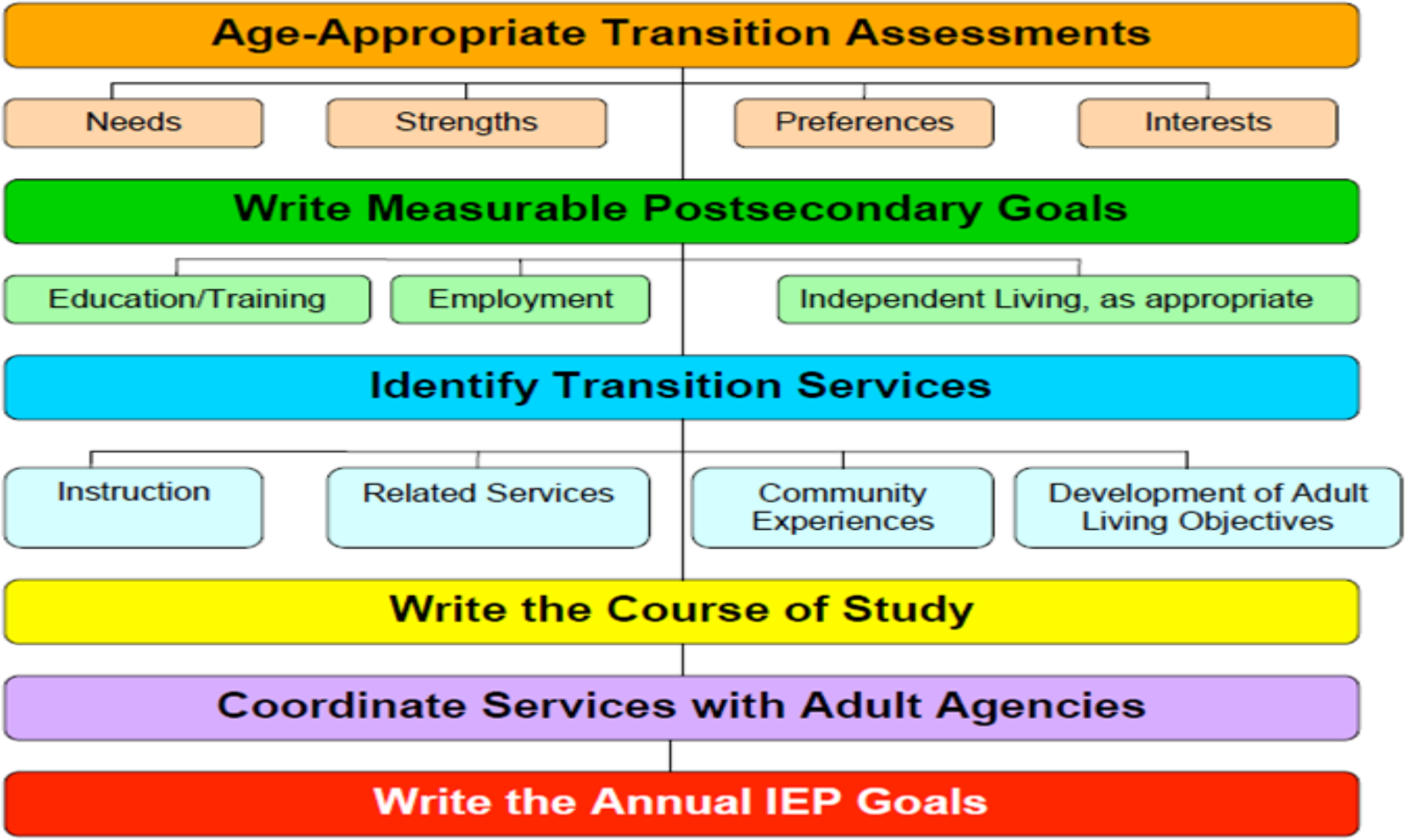
Transition Planning

- 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



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?*

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.I3)**
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.I3)
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. I3)
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. I3)
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.I3)
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.I3)
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.I3)
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

Implementation Snapshot

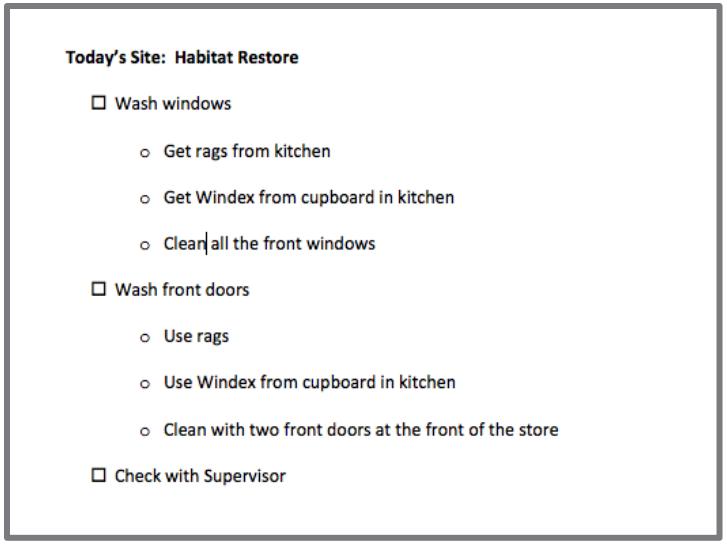
- IEP participation example Animoto:

  Christopher's story

- Work-based learning example

◄ December ~ January 2014 ~ February ►

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Winter Break	2	3	4
5	6 Habitat Restore	7 Classroom Central	8 Raptor Center	9 Reading Partnership with Metro 9:30 – 11:30	10 Lalla Equestrian Center	11
12	13 period	14 period	15 period Bo Stone for our Exam	16 Exams Lalla Equestrian Center for Exam	17 Exams (Make ups)	18
19	20 Holiday	21 Workday	22 Sow Much Good	23 Reading Partnership with Metro 9:30 – 11:30	24 The Laurel's Assisted Living and Retirement Home	25
26	27 Habitat Restore	28 Classroom Central	29 Raptor Center	30 Tour Johnson and Wales OR EMT/Medic/Fire and K9 Officer OR work on Cookbook Boards TBD	31 Lalla Equestrian Center	Notes: K9 Officer Johnson & Wales CPCC March 20



Today's Site: Habitat Restore

- ☐ Wash windows
  - Get rags from kitchen
  - Get Windex from cupboard in kitchen
  - Clean all the front windows
- ☐ Wash front doors
  - Use rags
  - Use Windex from cupboard in kitchen
  - Clean with two front doors at the front of the store
- ☐ Check with Supervisor

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

CSESA

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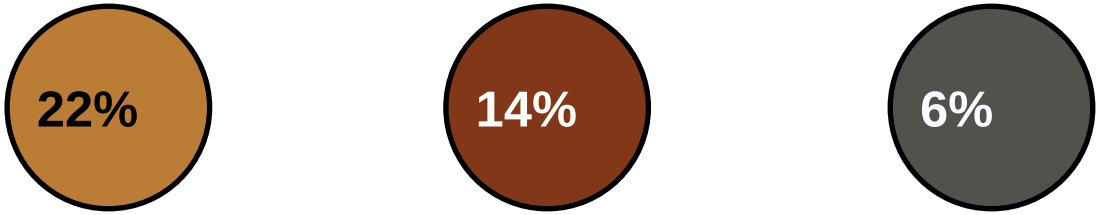
The CSESA Curriculum: Peer and Social Competence Component

Exploring the promise and possibilities of peer-mediated interventions for adolescents with ASD

Social

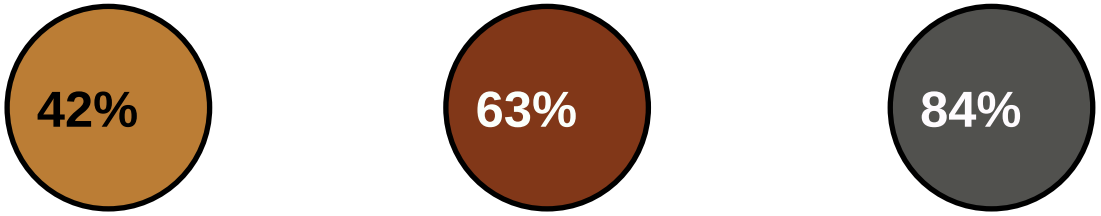
Indicators of Friendships and Peer Relationships During Middle and High School

Frequently sees friends outside of school:



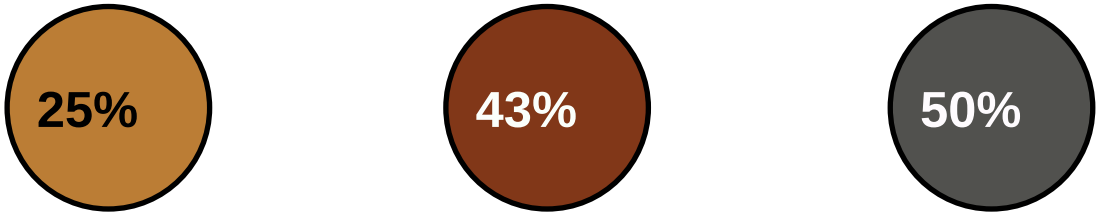
Intellectual Disability | Multiple Disabilities | Autism

Never or rarely receives phone calls from friends:



Intellectual Disability | Multiple Disabilities | Autism

Have NOT been invited to other youth's social activities during the past year:



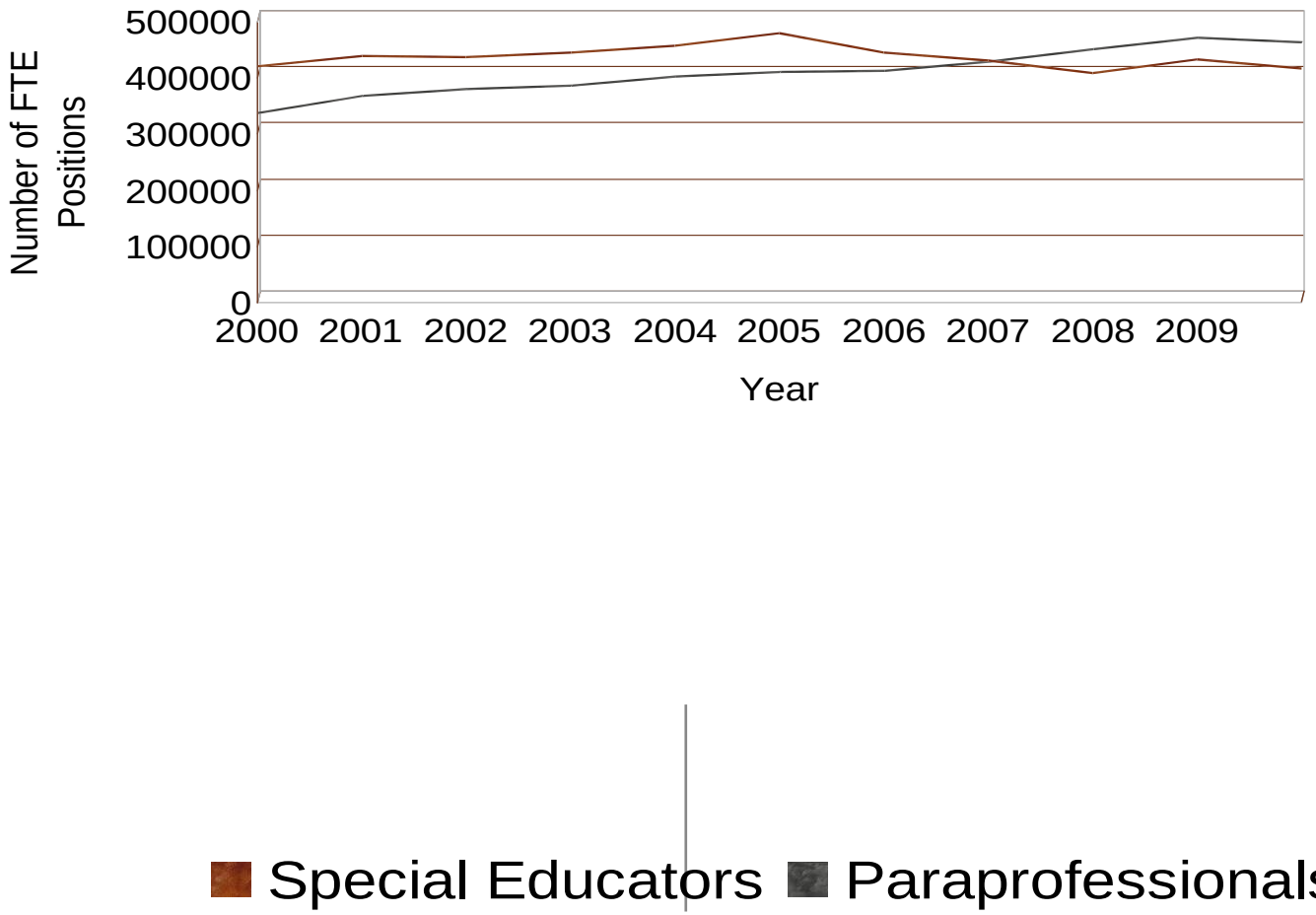
Intellectual Disability | Multiple Disabilities | Autism

NATIONAL LONGITUDINAL TRANSITION STUDY 2

www.nlts2.com

Wagner, Cadwallader, & Marder (2003)

Individually Assigned Adults in Schools



A Few Peer-Mediated Pathways

Peer Network Strategies
(non-instructional)

Peer Support Arrangements
(classroom-based)

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:

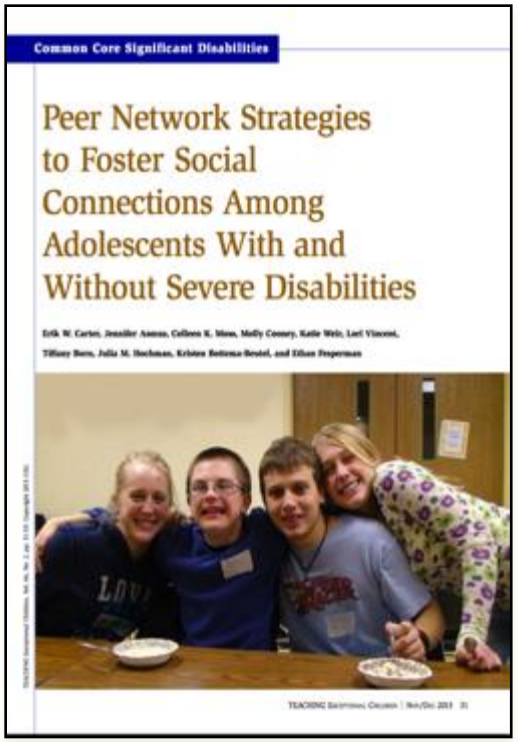
- Meets weekly to talk, participate in a shared activity, and plan connections outside of the group
- Helps the student become more involved in everyday school life and be more connected to other school activities
- Receives feedback and support from an adult facilitator (e.g., teacher, coach, counselor)

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…

- Carter, E. W., Asmus, J., Moss, C. K., Cooney, M., Weir, K., Vincent, L., Born, T., Hochman, J., Bottema-Beutel, K., & Fesperman, E. (2013). Peer network strategies to foster social connections among adolescents with and without severe disabilities. *TEACHING Exceptional Children, 46*(2), 51-59.
- Carter, E. W., Common, E. A., Sreckovic, M. A., Huber, H. B., Bottema-Beutel, K., Gustafson, J. R., Dykstra, J., & Hume, K. (2014). Promoting social competence and peer relationships for adolescents with ASD. *Remedial and Special Education, 35*, 27-37.
- Carter, E. W., Sisco, L. G., & Chung, Y. (2012). Peer-mediated support strategies. In P. A. Prelock & R. McCauley (Eds.), *Treatment of autism spectrum disorders: Evidence-based intervention strategies for communication and social interactions* (pp. 221-254). Baltimore, MD: Paul H. Brookes.
- Gardner, K., Carter, E. W., Gustafson, J. R., Hochman, J. M., Harvey, M. N., Mullins, T. S., & Fan, H. (2014). Effects of peer networks on the social interactions of high school students with autism spectrum disorders. *Research and Practice for Persons with Severe Disabilities, 39*, 100-118
- Hochman, J. M., Carter, E. W., Bottema-Beutel, K, Harvey, M. N., & Gustafson, J. R. (in press). Efficacy of peer networks to increase social connections among high school students with and without autism. *Exceptional Children*.



Peer Support Arrangements

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

Peers...

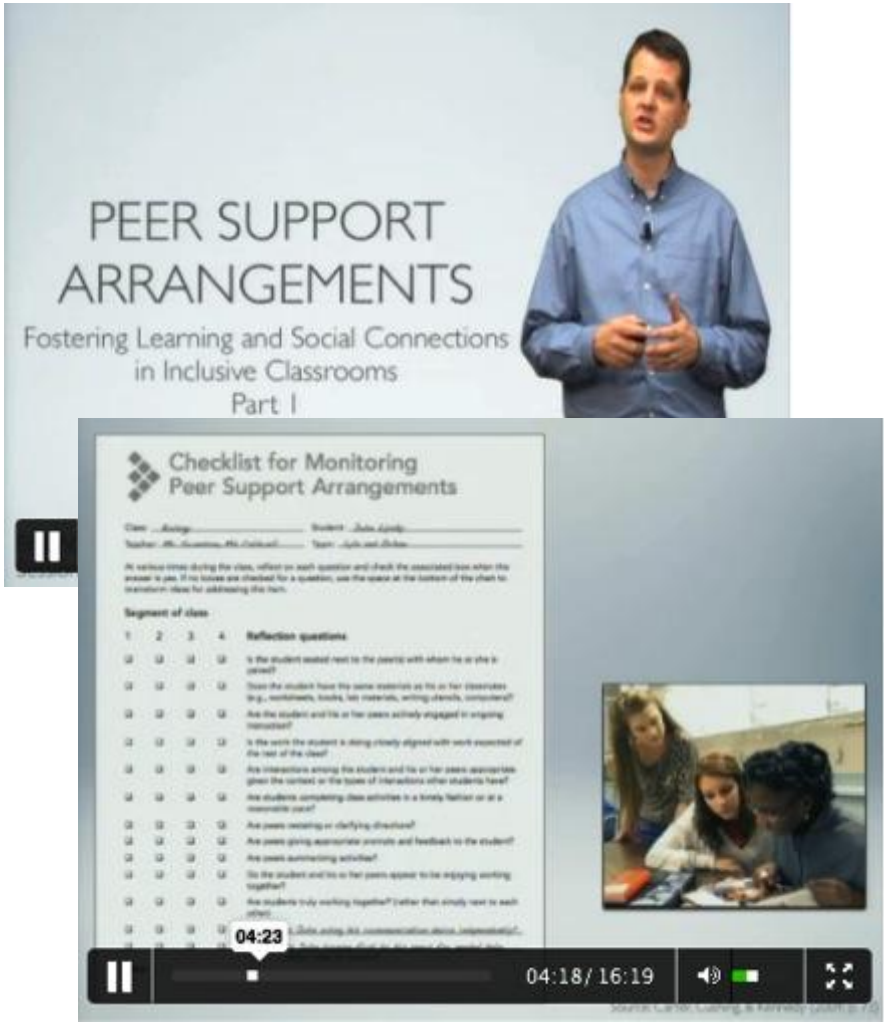
- Facilitate student participation in class activities
- Provide frequent feedback and encouragement
- Model communication and other skills
- Promote interaction with classmates
- Support progress related to IEP goals
- Support current behavior intervention plans, as appropriate

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…

- Carter, E. W., Asmus, J. M., & Moss, C. K. (2014). Peer support interventions to support inclusive education. In J. McLeskey, N. Waldron, F. Spooner, & B. Algozzone (Eds.), *Handbook of research and practice for effective inclusive schools* (pp. 377-394). New York, NY: Routledge.
- Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer support strategies: Improving all students' social lives and learning*. Baltimore, MD: Paul H. Brookes.
- Carter, E. W., Moss, C. K., Hoffman, A., Chung, Y., & Sisco, L. G. (2011). Efficacy and social validity of peer support arrangements for adolescents with disabilities. *Exceptional Children, 78*, 107-125



http://www.pattan.net

Peer Partner Programs

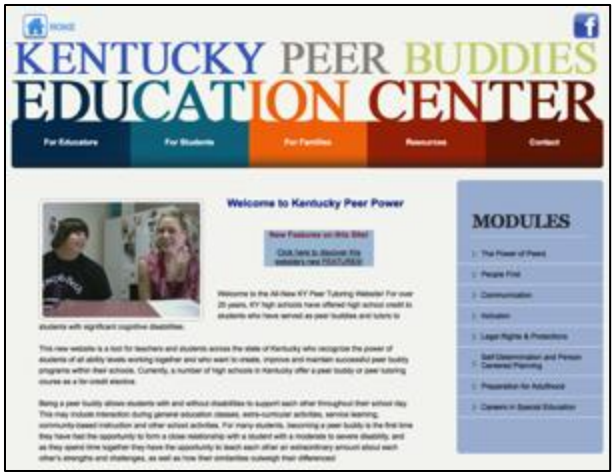
Formal, broad-based initiatives within a school to connect *groups* of students with and without disabilities, to promote inclusive activities, and greater awareness.

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…

- Carter, E. W., Bottema-Beutel, K., & Brock, M. E. (2014). Social interactions and friendships. In M. Agran, F. Brown, C. Hughes, C. Quirk, & D. Ryndak (Eds.), *Equity and full participation for individuals with severe disabilities: A vision for the future* (pp. 197-216). Baltimore, MD: Paul H. Brookes.
- Carter, E. W., & Hughes, C. (2013). *Teaching social skills and promoting supportive relationships.* In P. Wehman (Ed.), Life beyond the classroom (5th ed.; pp. 249-268).Baltimore, MD: Paul H. Brookes.
- Hughes, C., & Carter, E. W. (2008). *Peer buddy programs for successful secondary school inclusion*. Baltimore, MD: Paul H. Brookes.



www.kypeertutoring.org

www.pattan.net

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?]