

TOP TIPS FOR DEVELOPING AND IMPLEMENTING WORK-BASED LEARNING OPPORTUNITIES FOR HIGH SCHOOL STUDENTS WITH ASD

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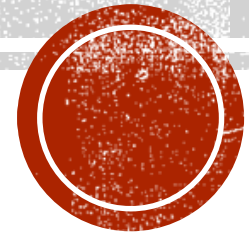
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INTRODUCTION

- Co-Principal Investigator of the Center on Secondary Education for Students with ASD
 - Research & Development Center
 - Funded by the Department of Education (IES)
 - <http://csesa.fpg.unc.edu/>
 - Work developed by our colleagues at UNC-C (PI: Dave Test)
- Purpose: To develop and study a comprehensive high school program for students on the autism spectrum
- Working with 547 adolescents with ASD and their families in 60 high schools across 3 states, as well as 700+ staff members

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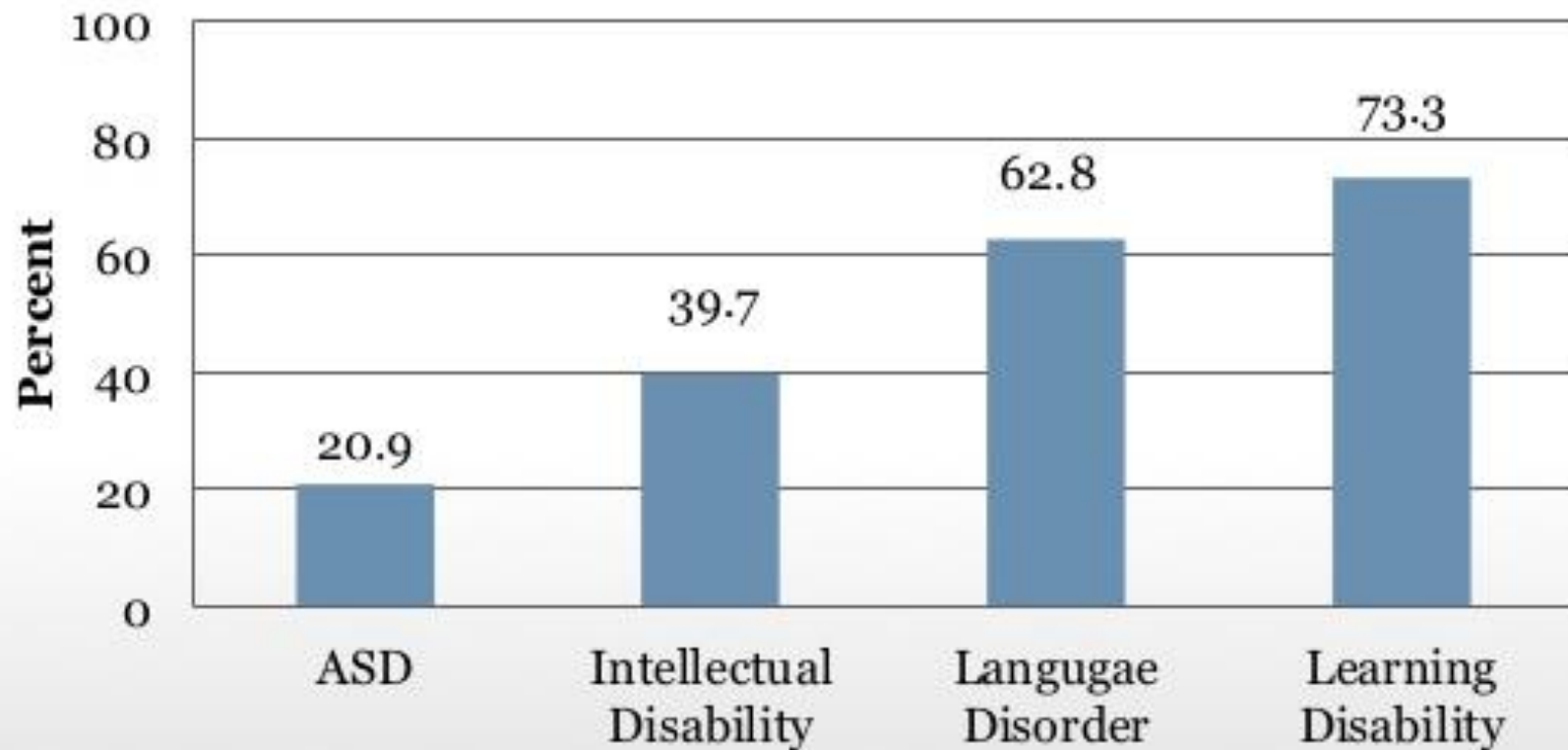




- In 2012, 50,000 individuals with ASD turned 18 years old in the United States.



Full-Time Employment (21-25 Year Olds)




(NLTS2 Study; Roux et al., 2013)



Postsecondary Engagement

- ◆ Engagement lower than other disability categories across the board in:
 - ◆ Any vocational or technical education: 9.3%
 - ◆ Any 2-year college: 28.0%
 - ◆ Any 4-year college: 12.1%
 - ◆ Any paid employment: 55.1%
 - ◆ No participation: 34.9%





**“These students
finish high school
and then go and sit
on the couch...”**



REFLECT ON YOUR EXPERIENCES

- What are your former students/others you know with ASD doing after completing high school?
 - Where are they?
 - What do they do during the day?
 - Who are they connecting with?
 - How would you describe their quality of life?



WHAT CAN WE DO IN HIGH SCHOOL SETTINGS TO IMPROVE OUTCOMES?

- What can we **change**?
 - Overburdened adult system
 - Disconnect between school and vocational services systems
 - Restrictions around requirements for diplomas
 - Limited family resources
- Today: Focus on malleable factors we can influence in our day-to-day practice



WHAT CAN WE DO IN HIGH SCHOOL SETTINGS TO IMPROVE OUTCOMES?

- Career awareness, occupational courses, paid work experiences, community experiences, and other work-based learning experiences (WBLE) are among the evidence-based predictors of post-school success

(Test, Mazzotti, et al., 2009; Rowe et al., 2014)



WHAT CAN WE DO IN HIGH SCHOOL SETTINGS TO IMPROVE OUTCOMES?



Effective Practices and Predictors Matrix Predictors of Post-School Success

Research-Based Predictors of Positive Educational Outcomes

- [Inclusion in general education](#)
- [Occupational courses](#)
- [Paid employment/work experience](#)
- [Transition program](#)
- [Vocational education](#)
- [Youth autonomy](#)



Research-Based Predictors of Positive Employment Outcomes

- [Inclusion in general education](#)
- [Occupational courses](#)
- [Paid employment/work experience](#)
- [Vocational education](#)
- [Work study](#)



Research-Based Predictors of Positive Independent Living Outcomes

- [Inclusion in general education](#)
- [Self-care/independent living](#)

- National Technical Assistance Center on Transition

- <http://transitionta.org/>



WHY WBLE?

Helps the student:

- develop relationships,
- learn valuable work skills,
- create a strong work ethic,
- focus on interpersonal skills that will foster a positive work experience,
- increase knowledge of their needs and strengths



(Fast, 2004; Targett, 2006).



WBLE ARE FOR ALL STUDENTS

- Often only considered for students on a modified diploma track
- Outcomes bleak across the spectrum
 - Employment results for those with high-functioning autism (HFA) are generally much lower than would be expected on the basis of the individual's intellectual functioning.
 - From NLTS2: For students who entered a 4-year college after graduation, **less than 20 percent had graduated or were on track to graduate when the study ended**



WORK BASED LEARNING EXPERIENCES



Goal: Students will complete activities within **2 WBLE experiences** each school year

SUGGESTED TIMELINE ACROSS HIGH SCHOOL

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade and Beyond</u>
Career Exploration Job Shadowing Work Sampling Mentoring	Career Exploration Job Shadowing Work Sampling Mentoring	Service Learning Internship Paid Employment Apprenticeship Mentoring	Service Learning Internship Paid Employment Apprenticeship Mentoring



CHALLENGE #1

**“How do I fit WBLE
into my student’s
schedule?”**



TIP #1 FITTING WBLE IN DURING THE SCHOOL DAY

College or Career Fair

Field Trips

Academic Strategies Class

Homeroom Period

Clubs

TA Period

Lunchtime

Meetings with Case Manager

Embedded in coursework

Peer Tutoring

Service learning hours

Career and Technical Education classes

Advisory Period

Meeting with College Reps



Standard 1: Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Speaking and Listening » Recursive Reading Strand: Students will develop and apply effective communications skills through speaking and active listening.

9th Grade English I Objectives

- **OAS.9.1.R.1** Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.

Research-Identified Employment and Further Education Skill to be Taught: Use socially acceptable language; show respect for others (Ju, Zhang, & Pacha, 2012)

Most Complex ←————→ Least Complex		
Sample Activities		
Students will use appropriate language and grammar when answering the class phone and simulated situations such as dealing with an angry customer or coworker, handling a phone call for which he or she does not know the answer, taking messages, and responding to email.	Students will use appropriate language and grammar when answering the class phone and simulated situations such as dealing with an angry customer, handling a phone call for which he or she does not know the answer, taking messages, and responding to email.	Students will use appropriate language and grammar when answering the class phone or greeting class guests.
Sample Annual Transition Goals		
The student will use socially acceptable language and grammar when conducting work-related tasks such as answering email, dealing with angry customers and coworkers, and using the phone 5	Students will use appropriate language when answering a phone and taking messages 4 out of 5 demonstrations.	Students will use appropriate language when answering the class phone or greeting class guests 4 out of 5 demonstrations.

**EMBEDDED IN
COURSEWORK**

<http://www.ou.edu/content/dam/Education/zarrow/Tying%20the%20Knott%20Final.pdf>

Earning an Income

Describe the cost versus benefit of choosing at least two different jobs.



TIP #2 CREATING A NEW COURSE

Lakeview High School seniors learn life skills in class

By Meghan Nelson / on March 21, 2017



Inaugural life skills program wraps up at CCHS



By Emily Beckett
[Email the author](#)

Published 4:06 pm Tuesday, May 13, 2014





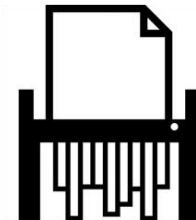
CHALLENGE #2

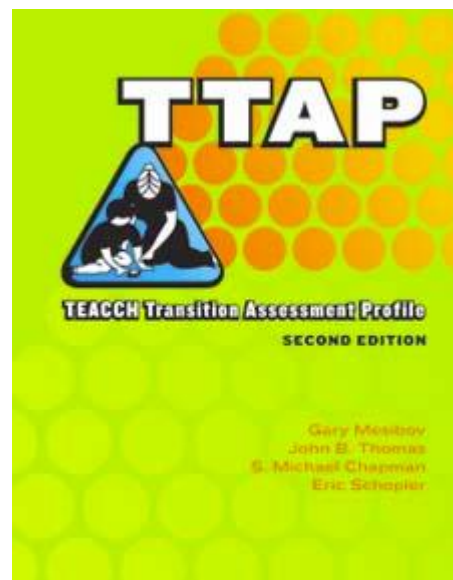
“But all my students want to be video game designers...”



TIP #1 | HELP STUDENTS IDENTIFY THEIR INTERESTS, STRENGTHS, AND SKILLS

- Ongoing transition assessments & survey of student and family preferences
 - <http://transitionta.org/>
 - <http://www.ou.edu/education/centers-and-partnerships/zarrow.html>
 - <https://transitioncoalition.org/>





HOW I SEE MYSELF

* Remember always ask your teacher if you don't know what a word means.

What do people like and admire about you?



Community-based Skills Assessment (CSA):
Developing a Personalized Transition Plan



My Goals After I Graduate from High School

Name:	Date	Date	Date	Date	Date
Grade Completed Checklist	8 th	9 th	10 th	11 th	12 th

1. Jobs and Job Training – After I graduate from high school I want to be a:			
<input type="checkbox"/> Chef	<input type="checkbox"/> Teacher	<input type="checkbox"/> Machinist	<input type="checkbox"/> No employment
<input type="checkbox"/> Factory work	<input type="checkbox"/> Counselor	<input type="checkbox"/> Trucker	<input type="checkbox"/> Sheltered work
<input type="checkbox"/> Computer technician	<input type="checkbox"/> Mechanic	<input type="checkbox"/> Retail	<input type="checkbox"/> Work with support
<input type="checkbox"/> Carpenter	<input type="checkbox"/> Administrative Assistant	<input type="checkbox"/> Hospital	<input type="checkbox"/> Other: _____

2. Recreation and Leisure – After I graduate from high school, these are what I will do:			
<input type="checkbox"/> Bowling	<input type="checkbox"/> Baseball games	<input type="checkbox"/> ATV	<input type="checkbox"/> Activities with support
<input type="checkbox"/> Weightlifting	<input type="checkbox"/> Hunting	<input type="checkbox"/> Video games	
<input type="checkbox"/> Camping	<input type="checkbox"/> Concerts	<input type="checkbox"/> Boating	
<input type="checkbox"/> Dances	<input type="checkbox"/> Swimming	<input type="checkbox"/> Watching videos	
<input type="checkbox"/> Roller-blading	<input type="checkbox"/> Movies	<input type="checkbox"/> Other: _____	
<input type="checkbox"/> Going to football games	<input type="checkbox"/> Skiing	<input type="checkbox"/> Segregated activities	<input type="checkbox"/> Snowmobiling

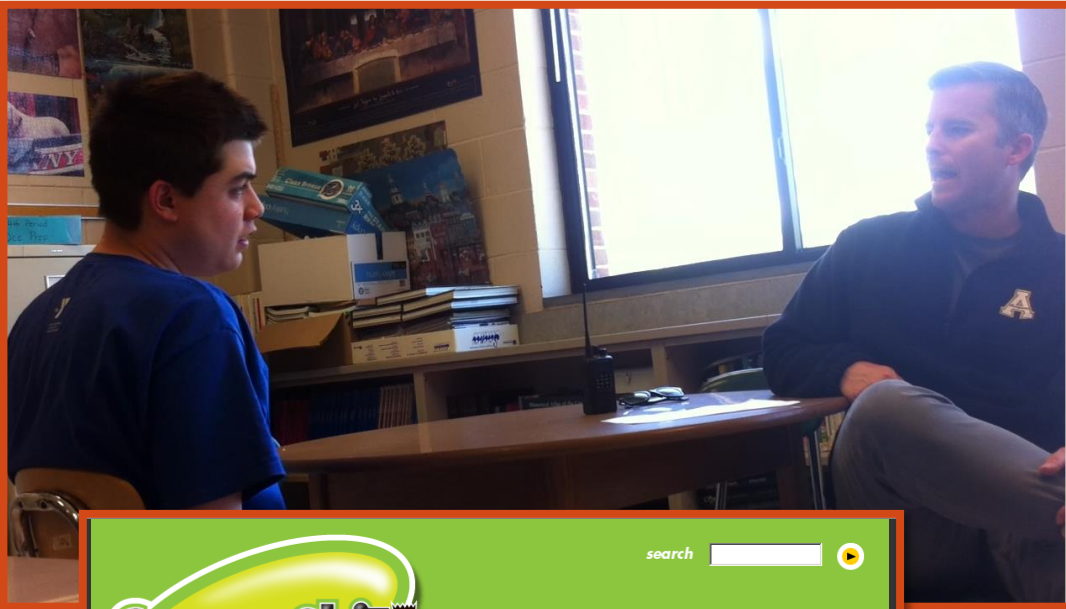
TIP #2 COLLEGE & CAREER EXPLORATION

- Helping students know what other choices are out there

Career Ready	
Student Activities	<ul style="list-style-type: none">• Company Tours/Field Trips• Interview Employers• Career Interest Questionnaires

College Ready	
Student Activities	<ul style="list-style-type: none">• Go on a campus tour• Select a dormitory on campus and talk to the Resident Advisor about the rules• Visit the financial aid office at your local college/ university• Visit disability services





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YES!

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You are Watching: Indoors/Heavy Work/Mostly Alone (Pairing 1, Set 4)

More Info on: Dry Cleaner

More Info on: Welder

Video Performance Problems? Click Here To Change Connection Speed

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Pause Play Rewind Go To Beginning

After viewing the tutorial close this window and return to YES! (Your Employment Selections)



<http://www.yesjobsearch.com/>



TIP #3 FOCUS ON STEPS TO GET THERE

Lindsey Catherine Lucas e-mail: LCL512@aol.com

329 Edgewood Avenue | Horsham | PA | 19044 | Phone: (215) 328-9870

EDUCATION

Hatboro-Horsham High School, Horsham, PA

Expect to Graduate June, 2013

Relevant Courses:

- 3.3 GPA
- English
- Spanish 1 and 2
- Trigonometry
- Chemistry
- Web Design

ACTIVITIES

Hatboro-Horsham Marching Unit, 3 years

- Perform at every varsity football game
- Participate in weekly competitions

- Student leadership position last year and currently

Hatboro-Horsham Indoor Percussion, September 2009 – present

- Begins right after marching band ends
- Practices throughout the week and competitions on Saturday
- Student leadership position last year and currently

AWARDS

Best Performer—from marching band, 2011

SKILLS

- Proficient in Microsoft Word and PowerPoint (2007)
- Work well with others
- Good leader

Job Searching

Job Application Tips for Teenagers

Tips for Teens Completing Job Applications

f SHARE

p PIN

✉ EMAIL

MONSTER

Q High School Student

Location

Search

Resumes ▾

Jobs ▾

Career Resources ▾

JOBS → PART TIME → HIGH SCHOOL STUDENT

FILTER RESULTS BY:

REFINEMENTS:

Part Time

High School Student

CITY:

Chicago

Los Angeles

High School Student Jobs

1000+ High School Student jobs found on Monster.

High School Student Job Overview

High school student jobs tend to be [customer service representative](#).

High School Student Job Education Requirements

High school student jobs do not normally have a required minimum level of education, but they may require certain skills. For instance, a person might need to prove that he or she has certain skills to get a position, like the ability to give change.

[VIEW MORE](#)

Doyle

July 06, 2016

you're applying for a summer job or a part-time job for during the school year, your application can make the difference in whether you're hired. Not completing the application correctly or legibly can get it tossed into the trash. So can leaving off information.

When you start filling out job applications, be





**WHEN CAN
CAREER/COLLEGE
EXPLORATION
ACTIVITIES TAKE
PLACE AT YOUR
SCHOOL?**





CHALLENGE #3

“How can I use what we already have at my school?”



TIP #1 | CONSIDER JOB SHADOWING OR WORK SAMPLING AVAILABLE IN THE SCHOOL

- **Shadowing:** Student spends extended time in a workplace accompanying an employee in the daily duties of his/her occupation
- **Sampling:** Student “spends meaningful time in a work environment to learn aspects of potential job task and ‘soft skills’ required in the work place.”

(Luecking, 2009)



TIP #1 | JOBS AROUND THE SCHOOL

Athletic Trainer

Nurse

Psychologist

Arts-Related
(e.g., lighting, sound)

Counselor

CTE Experts
(e.g. auto mechanic, marketing)

Custodial Staff

Paraprofessional

Grounds Crew

Resource Officer

Coach

Clerical Staff

Instructional Technology

Teacher

Cafeteria Staff

Management/Administration

Data Entry



TIP #1 | ACTIVITIES FOR JOB SHADOWING OR WORK SAMPLING

Interview
Surgeon
Dr. Greg May

Q: What do you do at your job?

A: "Well, I interview my patients to find out what their problem is. I also look at their background information. Then I perform surgery to fix their problems. But, mainly I do surgeries. I have them lined up one after another."

Q: What do you have to do in order to get your job?

A: "It's a lot of hard work. I went to college in Atlanta. I graduated from University of Miami school of Medicine. I also had to do 7 years of residency at Emory University Hospital. It drove me crazy!"

Q: What do you like the most and least about your job?

A: "What I like the most is that I get to make the most out of my patients. You get to see them happy and healthy and it just makes me feel good inside. What I like the least is having to wake up 2 or 3 o'clock in the morning to an emergency call. That's really tiring."

What I learned about being a:

setting:

education:

I would be good for this
job because:

I would not fit this job
because:

A question I have about this job is: _____

For me, this job is:
(horrible) 1 2 3 4 5 6 7 8 9 10 (perfect)

Another job I am interested in: _____



TIP #2 | CAPITALIZE ON AVAILABLE SERVICE LEARNING ACTIVITIES

- Student engages in hands-on volunteer service to the community
 - The volunteer service integrates with course objectives
 - The learning process is structured to provide time for reflection on the service experience and demonstration of the skills and knowledge required

Service-Learning Implementation

Each school will develop a strategy to ensure that all students can fully participate in service-learning projects during their years in high school. **For the graduating classes of 2016, 2017, 2018, 2019 ONLY** schools can choose from among the following options:

- One classroom-integrated service-learning project + 25 individual service hours
- Two classroom-integrated service-learning projects + 15 individual service hours
- Three classroom-integrated service-learning projects



TIP #2 | SERVICE LEARNING IDEAS

Clubs

- Service-oriented clubs – e.g., Key Club, Beta Club
- Interest-oriented clubs – e.g., Amnesty International, Environmental Club

Courses

- Select a service learning course as an elective - e.g., teacher cadet,
- Courses with service component – e.g., auto, horticulture

Community

- Community events/organizations - Blood drive, election registration, clothing drive, food bank, Habitat
- Complete a volunteer match application (volunteermatch.org)



TIP #2 | SERVICE LEARNING EXAMPLES



TIP #3 | OFFER TO SUPPORT EXISTING OR ONGOING INITIATIVES

- Social worker - needs
 - E.g., Backpacks with food for the weekend or holidays
- Existing committees and initiatives
 - E.g., Sunshine committee, PSAs during certain months/weeks
- Existing school-based enterprises
 - E.g., coffee cart, athletic apparel sales





**WHAT DO YOU
HAVE AVAILABLE
ON YOUR
CAMPUS?**





CHALLENGE #4

“I’m so sick of recycling!”



TIP #1 | INCORPORATE STUDENT INTERESTS AND CHOICE

- Use list of existing school jobs and resources as menu of options
- Preference assessments
- Connecting with preferred classes or teachers



Work Task Preference Assessment

Task 1	Task 2	Preference
Washing Tables	Dry Erase board	Dry Erase Board
Washing Tables	Cleaning Lamination	Cleaning Lamination
Washing Tables	Sorting Silverware	Sorting Silverware
Cleaning Lamination	Dry Erase Board	Cleaning Lamination
Cleaning Lamination	Sorting Silverware	Sorting Silverware
Dry Erase Board	Sorting Silverware	Sorting Silverware























Most preferred to least.
Sorting Silverware – 3
Cleaning Lamination – 2
Dry Erase Board – 1
Washing Tables – 0



TIP #2 | USE ROTATIONS TO PROVIDE A VARIETY OF EXPERIENCES

- Rotations within curriculum assistance or occupational preparation course
- Have 3-4 week rotations through different jobs during work time

Study Skills Class Planning Matrix

Activity	Monday	Tuesday	Wednesday	Thursday	Friday
Warm-Up & Check-In	 PowerSchool				 PowerSchool
Whole Group	 Study Skills	 Social Skills	 Study Skills	 Social Skills	 Study Skills
Small Group 1	 Transition	 Math	 CSR	 Independent Work	 Office Filing/Mail
Small Group 2	 Library	 Transition	 Math	 CSR	 Independent Work
Small Group 3	 Independent Work	 Laundry-Athletics	 Transition	 Math	 CSR
Wrap-Up					



TIP #3 | USE EBPS TO TEACH MORE COMPLEX WORK TASKS



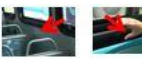



- Task analysis
- Visual supports
- Self-management
- Prompting
- Reinforcement


Bottles Job

1		Get cart Push to kitchen
2		Take off lids Put in dishwasher
3		Get dishwasher soap
4		Put soap in dishwasher
5		Turn dishwasher on
6		Go back to desk

Cleaning Buses

- Supplies in bucket:
 - 4 large rags
 - 1 window cleaner
 - 1 surface cleaner
- Ask Brian "What bus do I start on?"
- Clean Buses *If a bus is full of people, I can choose another bus.*

Tasks	Bus 1	Bus 2	Bus 3	Bus 4	Bus 5
A. Clean yellow strips: Use <u>surface cleaner</u> & rag					
B. Clean lights above seats Use <u>surface cleaner</u> & rag *Change rag					
C. Clean stop sign Use <u>surface cleaner</u> & rag					
D. Clean wall next to seats Use <u>surface cleaner</u> & rag *Change rag					
E. Clean silver hand rails Use <u>surface cleaner</u> & rag					
F. Clean black frames around windows and wipe handle Use <u>window cleaner</u> & rag *Change rag					
G. Clean all mirrors Use <u>window cleaner</u> & rag					
H. Clean area behind driver seat Use <u>window cleaner</u> & rag					
I. Get 4 new rags					

- At 11:30,  and get ready to go home.



Food Lion Bagging Rules



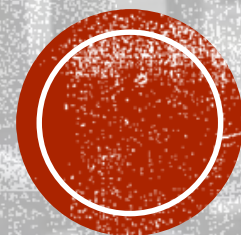
- Is it **chicken**?
 - If **YES**, put in **blue** bag BY ITSELF.
- Is it **other kinds of meat**? If **YES**, put in **blue** bag. You can put up to 6 other meat items in the blue bag (**NO** chicken).
- Is it a **cold** item? If **YES**, put in **blue** bag.
- Is it **bread**? If **YES**, then put in a bag BY ITSELF or ON TOP.
- Is it **eggs**? If **YES**, then put in a bag BY ITSELF or ON TOP.





CHALLENGE #5

“Are these experiences really making a difference?”



TIP #1 | INCORPORATE ASSESSMENTS AND REFLECTIONS INTO WBLE

- Data collection
- Evaluations
- Self assessments
 - Videos too!
- Personal reflections



JOB SHADOW EMPLOYER EVALUATION
LINDSAY HIGH SCHOOL

Thank you for hosting a student at your workplace. We would like to provide the most positive experience possible for both employers and our students. Therefore, please take a few moments to share your assessment of the experience. Your input of the job-shadowing experience and the student who shadowed you will be very valuable as we seek to improve the senior project job-shadowing activity.

Name David F. Capodaglio Phone (559) 283-1117
 Company/Organization Law Office of David F. Capodaglio
 Address 344 No. Second St, Potosiville, OH 45257
 Student Name Ronnie Santoro Date of Shadow 9/11/14

Please rate the student, using the following scale, by circling the appropriate number:
 4 – exceeds expectations; 3 – meets expectations; 2 – below expectations; 1 – unacceptable

Student Readiness				
<u>4</u> Arrived on time	<u>4</u>	3	2	1
<u>4</u> Displayed Enthusiasm and interest	<u>4</u>	3	2	1
<u>4</u> Appeared clean and well-groomed	<u>4</u>	3	2	1
<u>4</u> Wore appropriate clothing	<u>4</u>	3	2	1
<u>4</u> Showed appropriate behavior at work site	<u>4</u>	3	2	1
<u>4</u> Asked appropriate questions	<u>4</u>	3	2	1
<u>4</u> Demonstrated good listening skills	<u>4</u>	3	2	1

Business Ratings				
<u>4</u> You were satisfied overall with experience	<u>4</u>	3	2	1
<u>4</u> Your objective was achieved	<u>4</u>	3	2	1
<u>4</u> You would recommend student for a similar experience	<u>4</u>	3	2	1
<u>4</u> You were satisfied with student knowledge about the business or organization	<u>4</u>	3	2	1

Would you be able to host another Lindsay High School student? Yes
 Are you able and willing to host a bilingual student? Yes

Do you have any suggestions for improving the job-shadow experience for students?
Not really, it was a good experience
and I believe he saw and learned a lot.

[Signature] Employer Signature Date: 9/11/14
Ronnie Santoro Student Signature Date: 9/11/14



TIP #2 | PUT TOGETHER A STUDENT PORTFOLIO

- Used as part of transition assessment process, for IEP meetings and job interviews

Career
Inventories

Job
Applications

Resumes

Personal
Reflections

Work
Evaluations

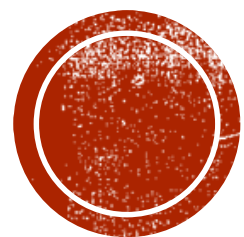
Photos



TIP #2 | USE TECHNOLOGY TO SUPPORT STUDENT ASSESSMENTS AND REFLECTIONS

- Electronic portfolios
 - Learner Journey
 - Google Docs
 - Dropbox
- Videos to communicate
 - Animotos



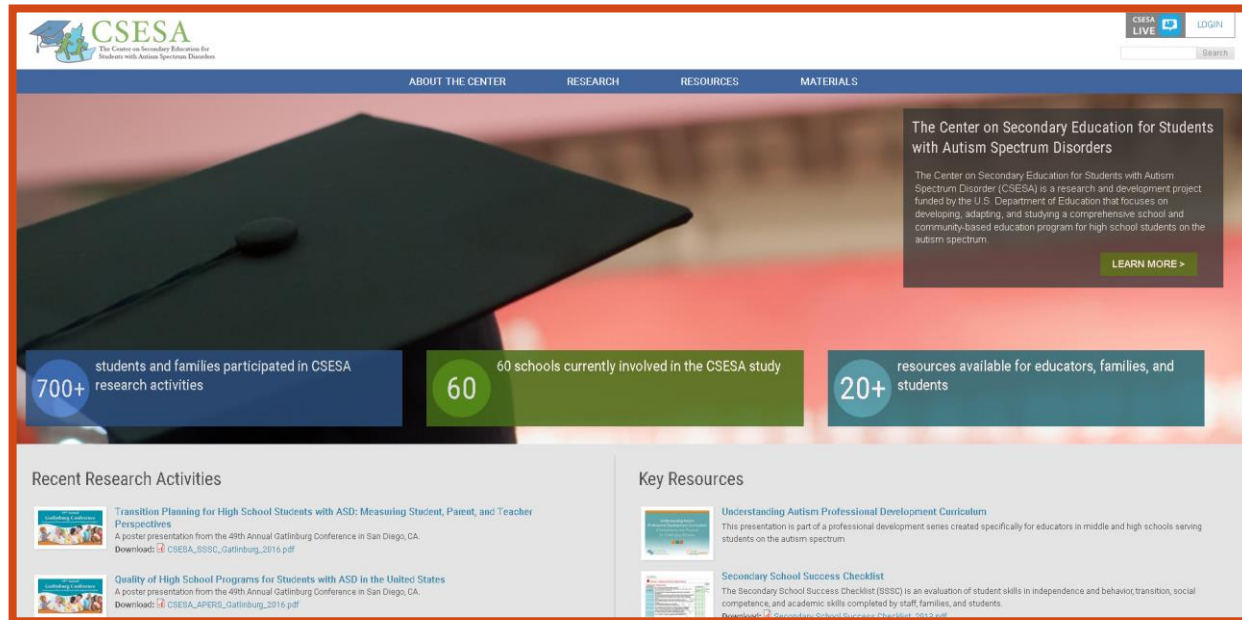


RESOURCES



FIND CSESA

- <http://csesa.fpg.unc.edu/>



The screenshot shows the homepage of the Center on Secondary Education for Students with Autism Spectrum Disorders (CSESA). The header includes the CSESA logo and navigation links: ABOUT THE CENTER, RESEARCH, RESOURCES, and MATERIALS. A large banner image of a graduation cap is featured. A text box on the right describes the center's mission. Three statistics are displayed in colored boxes: 700+ students and families participated in CSESA research activities, 60 schools currently involved in the CSESA study, and 20+ resources available for educators, families, and students. Below the banner, there are sections for 'Recent Research Activities' and 'Key Resources'.

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

ABOUT THE CENTER RESEARCH RESOURCES MATERIALS

The Center on Secondary Education for Students with Autism Spectrum Disorders

The Center on Secondary Education for Students with Autism Spectrum Disorder (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 and community-based education program for high school students on the autism spectrum.

LEARN MORE >

700+ students and families participated in CSESA research activities

60 60 schools currently involved in the CSESA study

20+ resources available for educators, families, and students

Recent Research Activities

Transition Planning for High School Students with ASD: Measuring Student, Parent, and Teacher Perspectives
A poster presentation from the 49th Annual Gattinburg Conference in San Diego, CA.
Download: [CSESA_SISSC_Gattinburg_2016.pdf](#)

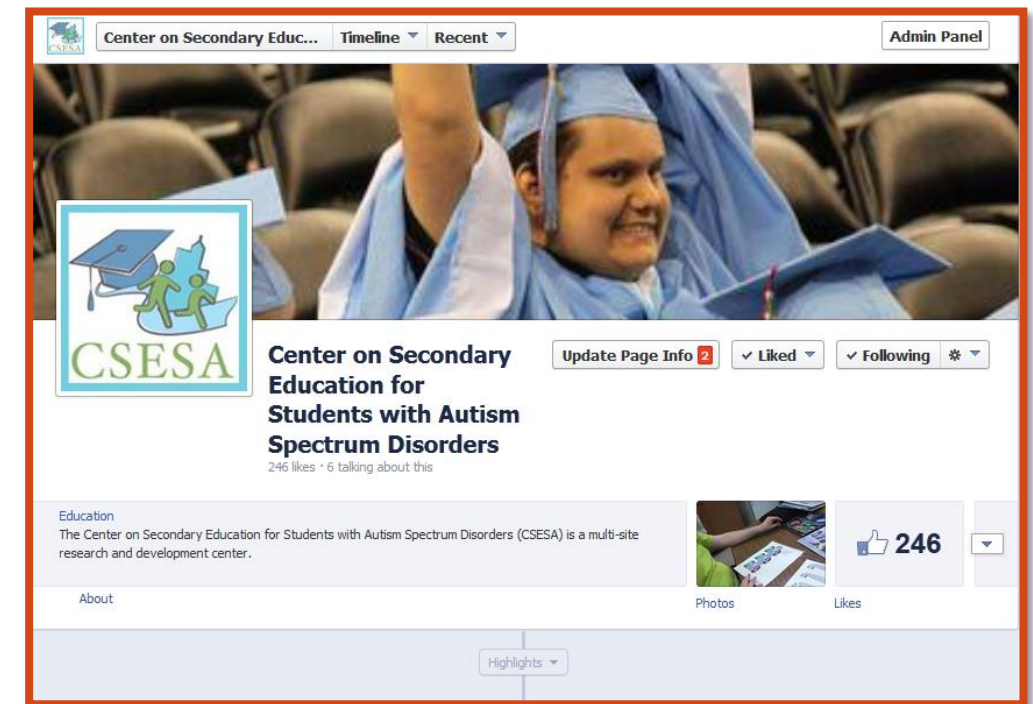
Quality of High School Programs for Students with ASD in the United States
A poster presentation from the 49th Annual Gattinburg Conference in San Diego, CA.
Download: [CSESA_APEHS_Gattinburg_2016.pdf](#)

Key Resources

Understanding Autism Professional Development Curriculum
This presentation is part of a professional development series created specifically for educators in middle and high schools serving students on the autism spectrum.

Secondary School Success Checklist
The Secondary School Success Checklist (SSSC) is an evaluation of student skills in independence and behavior/transition, social competence, and academic skills completed by staff, families, and students.
Download: [Secondary School Success Checklist_2013.pdf](#)

www.facebook.com/csesa.asd



The screenshot shows the Facebook page for the Center on Secondary Education for Students with Autism Spectrum Disorders (CSESA). The page header includes the CSESA logo, the page name, and navigation links: Timeline, Recent, and Admin Panel. A large banner image of a student in a graduation cap is featured. The page name is 'Center on Secondary Education for Students with Autism Spectrum Disorders' with 246 likes and 6 people talking about this. Below the banner, there is a section for 'Education' with a description of the center. The page also has a 'Highlights' section at the bottom.

Center on Secondary Education for Students with Autism Spectrum Disorders

246 likes · 6 talking about this

Education
The Center on Secondary Education for Students with Autism Spectrum Disorders (CSESA) is a multi-site research and development center.

About

Photos **Likes**

Highlights



CSESA RESOURCES

- Professional Development Series
 - 2 presentations with video, facilitator notes, activities, and handouts
 - Designed for middle & high school general educators

- Understanding Autism Guide



Understanding Autism Professional Development Curriculum:
Characteristics and Practices for Challenging Behavior

Use this sheet to keep track of your work during the activities throughout this presentation.

1. Think about either a person you know with ASD or what you've heard about people with ASD. Write down 3 ways that their ASD is apparent to you or 3 things that you know about ASD in general.

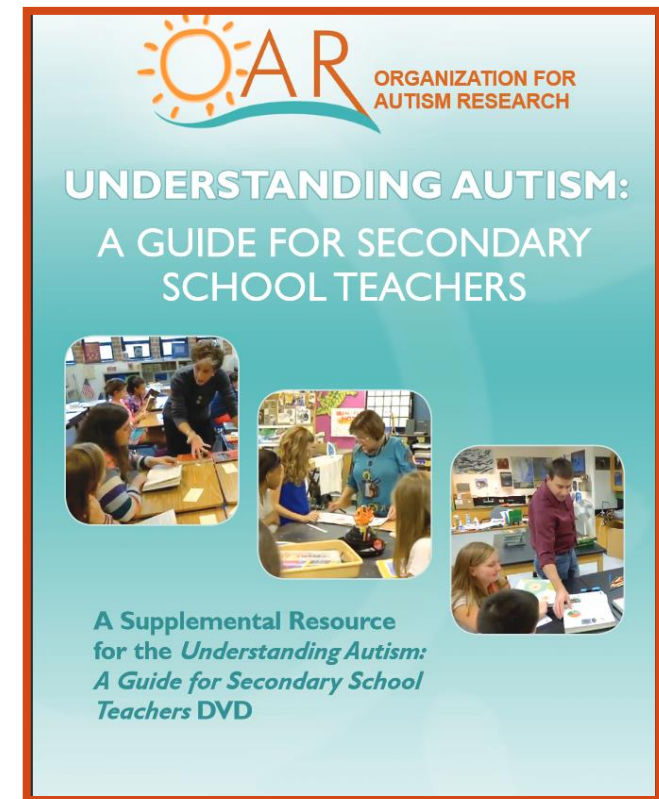
1. _____

2. _____

3. _____

Share these in a small group, noting the differences and similarities between your answers.

2. What "social rules" exist in your school that may be hidden from students with ASD (e.g. juniors and seniors don't eat at the tables in cafeteria)?



CSESA RESOURCES

- Autism-at-a-Glance Series
 - Tips for families & practitioners
- Teen Talking to Teens
- Special Issue in *Remedial and Special Education Journal*
 - Autism, Adolescence, & High School
 - Articles and Snapshots



TEACHING SKILLS REQUIRED FOR WBLE

- ◆ Use Evidence-Based Practices

- ◆ 27 identified in a recent report by the National Professional Development Center (NPDC) housed at UNC-Chapel Hill



The National Professional Development Center
on Autism Spectrum Disorder

- ◆ Online modules released by Autism-Focused Internet Modules (AFIRM)



AFIRM
Autism Focused Intervention
Resources and Modules



<http://ncaep.fpg.unc.edu/>

In progress:

- Updating the previous review (1990-2011) to include most recent research (2012-2017)
- Identify new evidence-based practices

In the future:

- Update AFIRM modules

We need you!

- Looking for reviewers to help update literature
- Looking for partners to fund next steps



TOP TIPS FOR DEVELOPING AND IMPLEMENTING WORK-BASED LEARNING OPPORTUNITIES FOR HIGH SCHOOL STUDENTS WITH ASD

