Adolescents with Autism in Secondary School Programs

Samuel L. Odom, Bonnie Kraemer, Brianne Tomaszewski and Julie Taylor

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education through Grant R324C120006 awarded to UNC-Chapel Hill. The opinions expressed represent those of the authors and do not represent views of the Institute or the U.S. Department of Education.
A Comprehensive Approach to Supporting Students With ASD in High School

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Beginning with Acknowledgements and Thanks You

- **CSESA**
  - Kara Hume*
  - Leann Smith-Dawalt*
  - Laura Hall*
  - Bonnie Kraemer*
  - Jessica Steinbrenner
  - Ann Cox
  - Chris Brum
  - Shayla Green
  - Kate Szidon
  - Victoria Waters
  - Erik Carter
  - Dianne Browder
  - David Test
  - Kathy Fallen
  - Janine Stichter
  - Colleen Reutebuch
  - Sharon Vaughn

- **Postdoctoral Fellows and Doctoral Students**
  - Melissa Savage
  - Kristin Morin
  - Brianne Tomaszewski
  - Susan Hedges
  - Tara Regan
  - Sara McDaniel
  - Beth Pavez

*Children and Youth with Autism and Their Families who have participated in our studies*

*Supported by Institute of Education Sciences, U.S. Department of Education through Grant R324C120006.*
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.
For your subjects when they graduate:
1) Something to do
2) Somewhere to be
3) Someone to love.

Good luck!!
Find CSESA

http://csesa.fpg.unc.edu/

www.facebook.com/csesa.asd
Autism in High Schools

• 14.9 million students in U.S between 9-12 grades
• 14.9m x (1 in 68) = 219,118
CSESA Domains

- Academics
- Independence & Behavior
- Peer & Social Competence
- Transition & Families

- Partner with teams at each high school
  - Provide ongoing training and coaching in the implementation of specific interventions along with associated evidence-based practices
- Plan the implementation across a 2-year-period
Research Questions Addressed by Efficacy Study

• What is the quality of programs for students with autism in America’s high schools?

• Can a comprehensive model for secondary education for student with autism change the quality of high school programs for students with autism?
Efficacy Study of CSESA: Progress to Date

• Study Completed
• Analysis of Program Quality Data Completed
• Student Performance Data Being Entered
• Program Implementation Data in Process:
  • Measure created
  • Data collected and being entered
Nature of the Sample

- 60 High Schools
  - 20 North Carolina
  - 20 Wisconsin
  - 20 California
- 543 High School Students
  - No differences between CSESA and SAU
  - Ethnically/racial diverse sample

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Mean or % (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urbanicity</td>
<td></td>
</tr>
<tr>
<td>Rural/Town</td>
<td>15.0</td>
</tr>
<tr>
<td>Suburb</td>
<td>45.0</td>
</tr>
<tr>
<td>City</td>
<td>40.0</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>51.3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>24.1</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>13.9</td>
</tr>
<tr>
<td>Asian</td>
<td>6.22</td>
</tr>
<tr>
<td>More than 2 races</td>
<td>3.75</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>.520</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>.290</td>
</tr>
<tr>
<td>SES(% Title 1 Eligible)</td>
<td>56.7</td>
</tr>
<tr>
<td>School Size</td>
<td>1890(70.1)</td>
</tr>
</tbody>
</table>
Student Demographics

### Race and Ethnicity

<table>
<thead>
<tr>
<th>Race &amp; Ethnicity</th>
<th>Hispanic</th>
<th>Non-Hispanic</th>
<th>No ethnicity reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>American-Indian/Alaskan Native</td>
<td>4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Black/African-American</td>
<td>2</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>58</td>
<td>280</td>
<td></td>
</tr>
<tr>
<td>Multi-racial</td>
<td>11</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>18</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>No race reported</td>
<td>7</td>
<td>2</td>
<td>34</td>
</tr>
</tbody>
</table>

- **White Non-Hispanic:** 51%
- **Other:** 43%
- **Missing:** 6%
Family Demographics

**FAMILY INCOME**
- Missing 23%
- <40K 18%
- 40-79K 22%
- >79K 37%

**PRIMARY CAREGIVER’S EDUCATION**
- Missing 21%
- <High School 4%
- High School 12%
- Associate’s degree/Some college 23%
- College degree 25%
- Graduate degree 15%
Student Characteristics

• Wide range of students on the autism spectrum
• Diploma Status
  • 57% Standard Diploma
  • 43% Modified Diploma
• See Demographic Data for more information

<table>
<thead>
<tr>
<th></th>
<th>Mean(SD)</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Responsiveness Scale-2 (n=502)</td>
<td>70.5 (12.3)</td>
<td>39-110 (82% ≥ 60)</td>
</tr>
<tr>
<td>Vineland Adaptive Behavior Composite Standard Score (n=454)</td>
<td>75.8 (16.6)</td>
<td>20-131</td>
</tr>
<tr>
<td>Leiter Non-Verbal IQ (n=490)</td>
<td>85.8 (27.2)</td>
<td>30-141</td>
</tr>
</tbody>
</table>