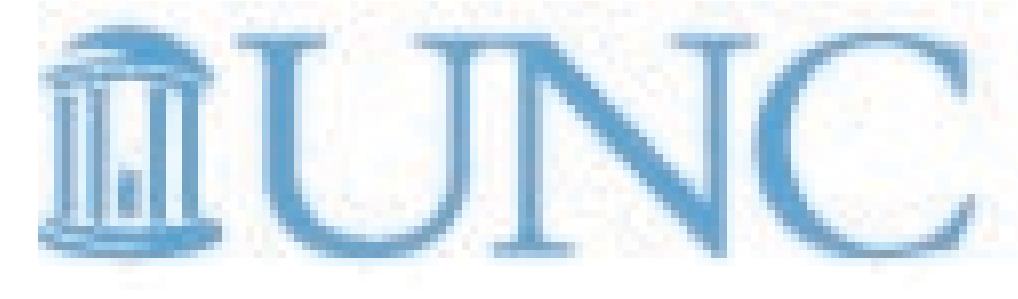


Assessment of Transition-Related Skills and Skill Importance in Adolescents with Autism

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Background

- Adolescents with autism spectrum disorder (ASD) often have lower or poor postsecondary outcomes, such as employment, daily living skills, and social relationships, than typically developing peers (as cited in Hume et al., 2018).
- Greater postsecondary outcomes can be achieved with high-quality transition plans that involve the adolescent with ASD.

Objectives

- Determine transition-related skills of adolescents with ASD as defined by adolescents and by their parents and teachers by using a new measure, the Secondary School Success Checklist (SSSC).
- Determine priorities of transition-related skills across adolescents with ASD, their parents, and their teachers with the SSSC.
- Examine the relationships between adolescents with ASDs', their parents', and their teachers' perceptions of transition-related skill priorities.

Methods

- Adolescents with ASD were part of the Center on Secondary Education for Students with ASD (CSESA) research project in 60 schools across NC, CA, and WI.

Table 1. Demographics of Adolescents with ASD

	n	%
Gender		
Male	464	86
Female	75	14
Race		
American Indian/Alaskan Native	17	3
Asian	25	5
Black/African-American	68	13
White	362	67
Multi-racial	35	6
Other	23	4
Not Reported	9	2
Ethnicity		
Hispanic	108	20
Non-Hispanic	428	79
Not Reported	3	1
Diploma		
Standard diploma	307	57
Modified diploma	234	43
Not Available	1	<1
Autism severity (based on Social Responsiveness Scale)		
Severe	166	31
Moderate	159	29
Mild	84	16
No ASD	93	17
Not Available	37	7

Methods

- The Secondary School Success Checklist (SSSC) is a new measure that assesses the level of transition-related skills and their level of priority by each stakeholder (adolescent, parent, teacher). Across all domains, the consistency was moderate to high (Cronbach, 1951). Alphas ranged from 0.63 to 0.92.
- Parents of adolescents with ASD received the SSSC (105 items) to complete via mail. Teachers received the SSSC (105 items) via an online survey site. Adolescents were read the SSSC (20 items) by an assessor while following along with a text version.

High School Success Checklist-STUDENT

Thank you for taking the time to complete this Checklist. The purpose of this Checklist is to learn more about you, your likes and dislikes and skills that you would like to build on during high school.

Directions:

- Below is a list of skills that may be helpful for high school students. Some might sound a lot like you and some may not.
- Read each Skill
- Put a ☐ in one grey box that best describes you today.
- Put a ☐ in one white box that best describes how much you would like to learn the skill.

These are the answers to choose from:

- ☐ This is **NOT** like me.
- ☐ This is **sort of** like me.
- ☐ This is **very much** like me.
- ☐ I have **not had a chance** to try this.
- ☐ **Not sure**

These are the answers to choose from:

- ☐ I would **NOT** like to learn this.
- ☐ I would **sort of** like to learn this.
- ☐ I **really want** to learn this.
- ☐ I **laterally know how to do this**.

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Subdomain: **Self-Regulation of Emotion & Behavior**

Skill 1: Engages in self-calming and coping strategies when needed
Note: May include responding to noise or heat in a room.

Skill 2: Manages reactions to sensory stimuli in environment
Note: May include staying calm using appropriate coping strategies (e.g. ear plugs, headphones, maintaining attention to task).

Skill 3: Manages reactions to participation in work space
Note: May include staying calm using appropriate coping strategies (e.g. ear plugs, headphones, maintaining attention to task).

Skill 4: Manages aggressive behavior towards self
Note: May include using calming or coping strategies.

Skill 5: Manages aggressive language/behavior towards others
Note: May include using calming or coping strategies, requesting break, changing with movement.

Skill 6: Interacts with others materials appropriately
Note: Includes free interaction with others.

Skill 7: Manages interruptions
Note: Responds without interfering with productivity, attention to activity, interaction with others.

Skill 8: Manages repetitive/ritualistic behavior
Note: Responds without interfering with productivity, attention to activity, interaction with others.

Skill 9: Demonstrates appropriate frequency of classroom/office participation
Note: May include both under- and over-participation.

Skill 10: Remains in assigned locations for duration of activities
Note: May include appropriately responding to where assigned location when appropriate (e.g. leaving class to use restroom, leaving gym only for an agreed upon event).

Skill 11: Other

Success Monitoring & Notes (e.g. setting, with whom, equipment)
Notes/Examples:

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Domain: **Independence and Behavior**

Subdomain: **Organization**

Skill 1: Accesses and follows daily schedule
Note: Format & length may vary based on student needs (e.g. written, electronic, printed, chart, shared online) or throughout day.

Skill 2: Uses tools to keep track of assignments/work tasks and/or scheduling
Note: Format may vary (e.g. planner, calendar, technology, putting information in backpack).

Skill 3: Brings appropriate materials to assigned location
Note: Includes bringing home and leaving in lockers, bringing supplies to school or community setting.

Skill 4: Materials/work space are organized
Note: Includes how materials are kept (e.g. in backpack, on desk, in locker, in storage area).

Skill 5: Identifies steps required to complete assigned activities/complexes assigned activities
Note: Includes creating steps, using organizational systems, beginning, and completing assignments.

Skill 6: Moves to and arrives at assigned location or activity on time
Note: May include using calendar or arrival announcements.

Skill 7: Requests/invites meetings with work groups, staff, as appropriate

Skill 8: Other

Success Monitoring & Notes (e.g. setting, with whom, equipment)
Notes/Examples:

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Results

Table 2. % of respondents Indicating an SSSC Item is a Priority

Item	Adolescent % ^a (HP ^b)	Parent % ^a (HP ^b)	Teacher % ^a (HP ^b)
Independence			
Bring materials to class	83.7 (43.7)	89.5 (35.4)	77.3 (28.1)
Complete assignments	84.3 (47.1)	94.8 (53.6)	85.7 (37.5)
Ask for a break	79.9 (47.4)	90.2 (34.7)	79.0 (32.3)
Stay calm	80.9 (52.3)	91.3 (35.9)	81.2 (34.1)
Respond appropriately to changes in schedule and routine	58.9 (34.5)	84.4 (30.7)	77.1 (47.1)
Keep trying during hard task	82.6 (52.6)	92.7 (47.2)	91.5 (43.3)
Transition			
Ask teachers for help	80.5 (40.0)	93.4 (48.0)	91.3 (37.8)
Solve problems in class	70.5 (53.6)	93.8 (39.8)	85.9 (34.5)
Have ideas about goals after high school	85.8 (60.5)	92.1 (54.0)	88.1 (33.6)
Look clean for school	77.5 (47.9)	88.4 (36.1)	71.0 (18.7)
Follow rules	74.8 (44.1)	82.4 (22.4)	84.2 (29.6)
Navigate high school campus	84.1 (53.0)	77.4 (24.7)	75.0 (31.8)
Social			
Talk with others about things they like	78.9 (40.4)	92.0 (39.5)	86.6 (31.1)
Listen to others during interactions	80.8 (40.6)	94.7 (41.2)	90.0 (36.4)
Ask teachers for clarifying information	81.5 (38.0)	93.3 (38.0)	88.7 (35.8)
Compliment others	69.4 (37.2)	77.5 (18.9)	73.6 (18.5)
Identify emotions	69.7 (45.5)	90.8 (32.9)	85.1 (22.8)
Offer to help others	75.9 (42.5)	83.4 (19.7)	68.4 (16.0)
Work well in a group	79.2 (39.7)	90.3 (31.8)	87.2 (28.7)
Academic (single item)			
Understand reading for content areas	79.8 (48.3)	89.4 (31.9)	86.2 (30.0)
^a percent rated as a priority (rated as 1 or 2)			
^b percent rated as a high priority (rated as 2)			



Discussion

- Adolescents with ASD reported themselves as more skilled with transition-related skills than their parents and teachers did.
- As expected, there are differences between adolescents with ASD ratings of transition-related skills and their parents' ratings.
- Literature indicates interventions are more effective when the individual perceives the target goal as important (as cited in Hume et al., 2018). Thus, adolescents with ASD should be involved in their transition planning, as interventions to support transition-related skills that are a priority to them are more likely to be effective and adolescents with ASD are more willing to work on them.



References

Hume, K., Dykstra Steinbrenner, J., Sideris, J., Smith, L., Kucharczyk, S., & Sizdon, K. (2018). Multi-informant assessment of transition-related skills and skill importance in adolescents with autism spectrum disorder. *Autism*, 22(1), 40-50. <https://doi.org/10.1177/1362361317722029>

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