

Post School Outcomes and Follow-up for Young Adults on the Autism Spectrum Following Participation in the Center on Secondary Education for Students with ASD (CSESA)

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About



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- A randomized control trial (RCT) to evaluate a comprehensive intervention model for high school students with ASD
- Sixty high schools across three states (California, Wisconsin, North Carolina) participated
- 30 schools randomly assigned to the intervention (TX) and 30 to the services as usual (SAU) group. 8-12 target students per school. Total sample = 546

About



Today we present data on the first group ($n = 57$) of young adults who exited the school system across the 60 participating schools; 31 in the TX group and 26 in SAU

Session Objective

Identify post-school outcomes and key findings in the first exited group of CSESA participants, as described by young adult and parent participants.

Exited Sample Demographics (N=57)

Mean Age of 17 at Time 1 (range =15-20)

82% Male

Race: 65% White, 18% Black, 17% Other

Mean Leiter Score of 85.55 (range = 31-135) **assessed by school psychologist

Mean Vineland Score of 75.49 (range = 31-104) **assessed by teacher

Diploma type: 58% standard, 42% modified

Measures for Exited Data Collection

Parent/Caregiver Check-In:

Developed by CSESA team

29 item questionnaire examining adult domain areas (postsecondary education, employment, daily living, adult services, social/community activities)

21 parents responded

Measures Continued



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Parent/Caregiver Check-In

Thank you for allowing your son/daughter to participate in the CSEA project. We will use this questionnaire to learn more about what happens as students leave high school. Most of the questions will ask about the time since your son/daughter exited their high school or transition program.

NOTE: As part of this study, we are working with young adults across the whole autism spectrum, so some of these questions may be more or less relevant to your son/daughter and family. Please answer each question even if it is less relevant for your family.

General Information

1) Describe your son's/daughter's current living situation. Choose one answer.

<input type="checkbox"/> 1	Living in the family home
<input type="checkbox"/> 2	Living in another home (e.g., extended family, foster home, etc.)
<input type="checkbox"/> 3	Living independently by him/herself in apartment, dorm, house, etc.
<input type="checkbox"/> 4	Living independently with others in apartment, dorm, house, etc.
<input type="checkbox"/> 5	Living in a partially supported/semi-independent setting outside the home
<input type="checkbox"/> 6	Living in a fully supported/group home setting outside the home with fewer than 8 residents
<input type="checkbox"/> 7	Living in a fully supported/residential placement (e.g., psychiatric facility, long-term care facility) outside the home with 8 residents or more
<input type="checkbox"/> 8	Other Specify: _____

2) Please check what best describes your current situation regarding guardianship of your son/daughter. Choose one answer.

<input type="checkbox"/> 1	Full guardianship
<input type="checkbox"/> 2	Limited guardianship
<input type="checkbox"/> 3	Power(s) of attorney



Work/Vocation and Related Activities

23) Indicate which of the following work/vocational activities your son/daughter has participated in the **past 6 months**.

Work/Vocational Activities	Participate in last 6 months?		IF YES: How many hours per week?				Is it a paid position?		Are they in the position now?	
			30+ hrs/wk	20-29 hrs/wk	5-19 hrs/wk	Less than 5 hrs/wk				
1. Independent, competitive employment in community (at least minimum wage)	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
2. Supported, employment in community (e.g., job coach at work setting)	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
3. Microenterprise (e.g. self-owned business)	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes
4. Internship or apprenticeship	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes
5. Military service	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes
6. Contract/sheltered work (e.g., paid by the piece, paid less than min. wage in group setting)	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes
7. Adult day program or day rehabilitation program	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> No	<input type="radio"/> Yes
8. Volunteer work	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/> No	<input type="radio"/> Yes
9. Other Specify: _____	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes

Measures Continued

Parent/Caregiver Interview:

Developed by CSESA team

34 question structured interview

Conducted in-person by CSESA researchers

Gathered qualitative information pertaining to adult domains (postsecondary education, employment, daily living, adult services, social/community activities)

25 parents participated in interview

Interviews audio taped and transcribed

Measures Continued



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Parent/Caregiver Interview

Introduction

Time began: ____: ____ AM / PM (Circle one.)

Thank you so much for allowing your *son/daughter* to participate in the CSESA study and for speaking with us today. This interview will focus on your *son/daughter* (Name of Child). The purpose of this interview is to learn more about your *son/daughter* as well as your experiences and your *son's/daughter's* experiences since leaving high school. We are working with young adults across the whole autism spectrum so some of these questions may be more or less relevant for your *son/daughter* or your family. This will likely take between 30 and 60 minutes. You can say as much or as little as you want about each question or skip any question.

I would like to be focused on listening to you, and sometimes it is difficult to write down all of the information you give me so I would like to audio record the interview so I don't miss anything. The recording is kept in a locked office and also in a locked file cabinet, or on a secured computer network. If you choose not to be recorded, you can still do the interview. Do you have any questions before we start the interview? May I record the interview?

No <input type="checkbox"/>	If the parent indicates to NOT be recorded, proceed without doing so, but take thorough notes.
Yes <input type="checkbox"/>	I will begin recording now. First, I will record today's date, then I will say your ID number. [Check the recording device to make sure the interview is recording. Proceed with interview.]



Social/Community Activities

Now, we'll talk about social and community activities. This can include more structured activities such as sports teams, religious services or groups, clubs, or meet-up groups or unstructured activities like hanging out with friends or going out to movies.

- 21) Tell me more about your *son's/daughter's* experiences participating in social or community activities:
- 22) Tell me about your son's/daughter's relationships and interactions with family, friends, or significant others.
- 23) For the next question, please look at Response Card Option #1. How helpful was high school in preparing your *son/daughter* for these social and community activities and why? On a scale of 1-5, 1 being "Very Unhelpful" to 5 being "Very Helpful".

Very Unhelpful	Unhelpful	Neither unhelpful nor helpful	Helpful	Very Helpful
①	②	③	④	⑤

- 24) What are some things that have gone well related to participation in social and community activities?
OR In addition to what you have already talked about, are there other things that have gone well related to participation in social and community activities?
- 25) What are some barriers to your *son/daughter* related to participation in social or community activities?
OR In addition to what you have already talked about, are there other things that have been barriers to your *son/daughter* related to participation in social or community activities?

Measures Continued

Young Adult Check-In:

Developed by CSESA team

35 item interview protocol examining adult domains (postsecondary education, employment, daily living, adult services, social/community activities)

Conducted in-person as structured interview with CSESA researchers

24 young adults participated in interview

Interviews audio taped and transcribed

Measures Continued



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Young Adult Check-In

Thank you for participating in the CSESA project! We are using these questions to learn more about life after high school. Your participation is voluntary and you can choose to skip any question you do not want to answer. As part of this check-in, we are going to ask you questions about four areas: (1) Overall life after high school, (2) Educational experiences, (3) Work and work-related activities, and (4) Social and community activities.

General Experiences

Overall, how do you feel about your life after high school? On a scale of 1-5, 1 being "Very Unsatisfied" 5 being "Very Satisfied".

Very Unsatisfied	Unsatisfied	In the middle	Satisfied	Very Satisfied
①	②	③	④	⑤

How helpful was high school was in getting you ready for adulthood? On a scale of 1-5, 1 being "Very Unhelpful" to 10 being "Very Helpful".

Very Unhelpful	Unhelpful	In the middle	Helpful	Very Helpful
①	②	③	④	⑤



Education and Related Activities

In this section, we are going to ask you about education and other related activities that you have experienced after high school. Some examples are taking classes, training programs, online courses, applying to schools, or going to college.

How do you feel about your educational experiences after high school? On a scale of 1-5, 1 being "Very Unsatisfied" to 5 being "Very Satisfied".

Very Unsatisfied	Unsatisfied	In the middle	Satisfied	Very Satisfied
①	②	③	④	⑤

How helpful was your high school in preparing you for educational experiences after high school? On a scale of 1-5, 1 being "Very Unhelpful" to 5 being "Very Helpful".

Very Unhelpful	Unhelpful	In the middle	Helpful	Very Helpful
①	②	③	④	⑤

Have you had any educational experiences in the **past 6 months**?

☐ No

If NO,

What are some things that stop you from being a part of educational experiences?

☐ Yes

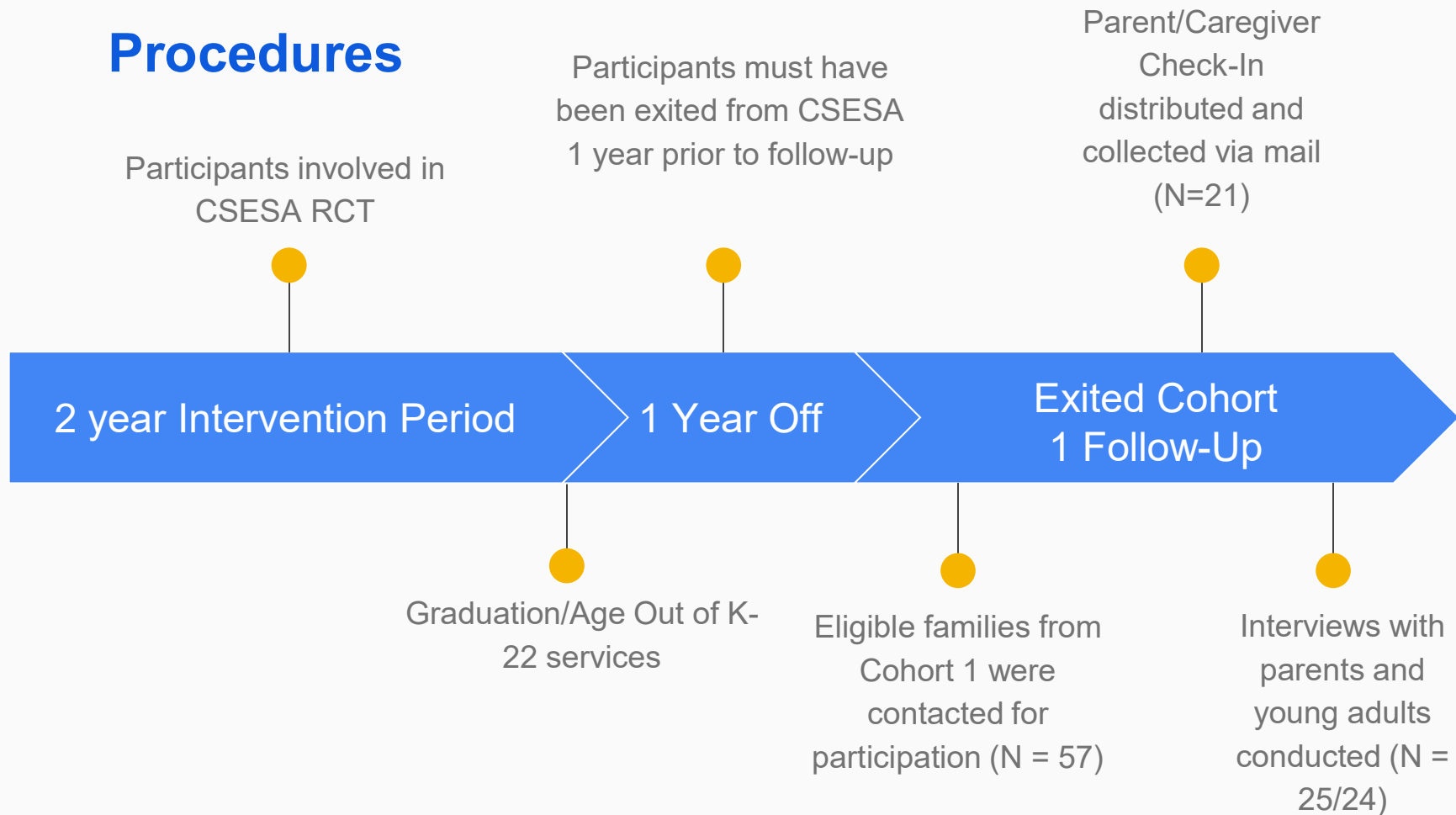
If YES,

Tell us about your educational experiences after high school.

What are some things that have gone well in your educational experiences?

What are some things that have been hard in your educational experiences?

Procedures



Findings

1. Parent Reports of Post-School Life for Young Adults with ASD
2. Young Adult Views of Life After High School
3. Differences in Perception of Post-School Life for Young Adults with ASD and their parents.

Parent Reports of Post-School Life for YAs with ASD

Satisfaction with High School

Percentage of Ratings of High School as Helpful or Very Helpful for Experiences after High School

	Parent/Caregiver Interview (n=25)
Educational Experiences	58.3
Work/Vocational Experiences	52.0
Social and Community Experiences	52.0
Community Living	48.0
Adult Services	38.1
General	70.8

Parent Reports of Post-School Life for YA with ASD

Vocational

Overall, 42% indicate that their child participates in some type of work:

In the past 6 months, these CSESA exited young adults participated in:

Competitive Employment - 33%	Sheltered/Contract Work - 5%
Supported Employment - 0%	Adult Day Program - 10%
Self Employed - 10%	Volunteer Work - 15%
Internship - 5%	Military - 0%



Parent Reports of Post-School Life for YA with ASD

Vocational

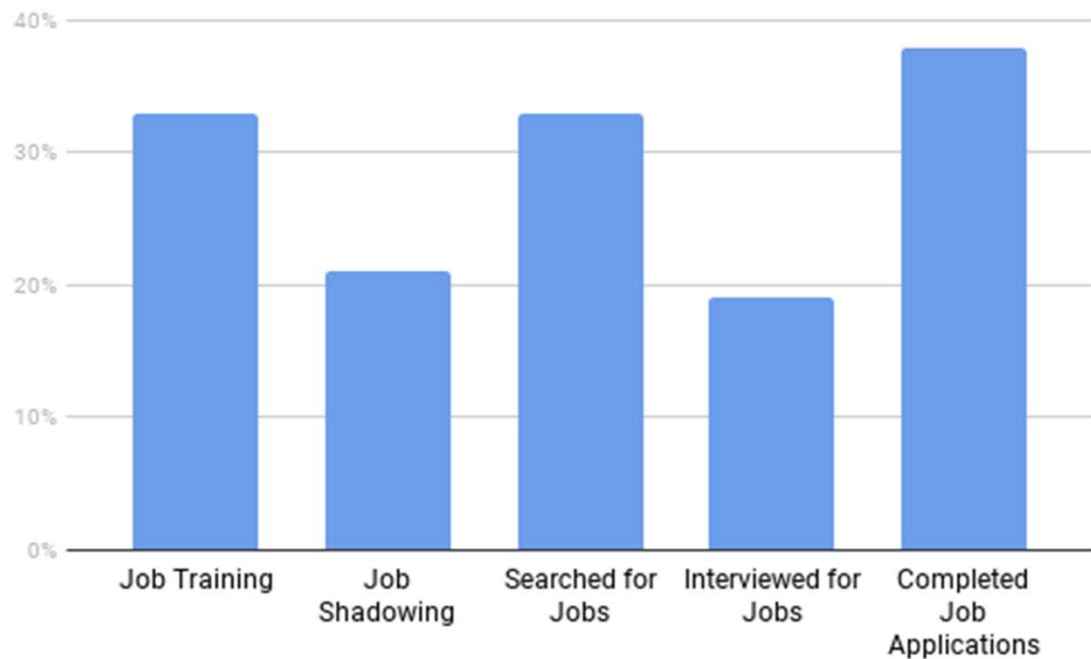
Most Frequent:

Completed Job Applications
(38%)

Least Frequent:

Interviewed for Jobs (19%)

Work Activities Participated In (Past 6 Months)



Parent Reports of Post-School Life for TX with ASD

Education

“He graduated late, but is taking classes at [community college]. He started with just 1-2 classes at a time, but he’s enjoying them and taking responsibility for his schooling.”



47% of parents reported that their child participates in some sort of educational activity:

In the past 6 months, exited CSESA students have been involved in:

- Taken classes at a Community College/Vocational School- **38%**
- Taken classes at a 4-year university- **14%**
- Taken classes at an educational program designed for individuals w/ disabilities- **0%**

Parent Reports of Post-School Life for YA with ASD

Adult Services



Parents' reported difficulty in finding, getting and using various adult support services:

- Very Difficult- 0%
- **Difficult- 33%**
- **Neither Difficult nor Easy- 52%**
- Easy- 11%
- Very Easy- 5%



Parent Reports of Post-School Life for YA with ASD

Adult Services

Most Frequent:

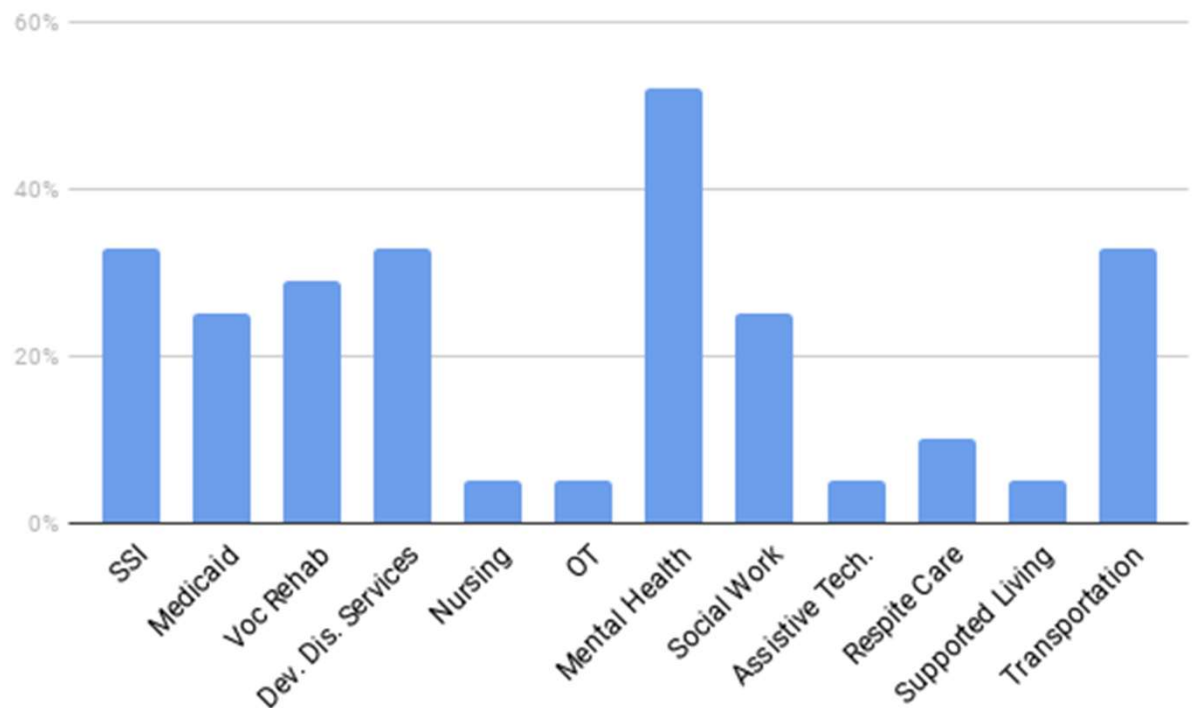
Mental Health Service (52%)

SSI (33%)

Developmental Disability
Services (33%)

Transportation (33%)

Adult Services Used Since Graduating High School



Parent Reports on Post-School Life for TX with ASD

Social & Community

“He needs a peer. Someone to help him open doors to activities/possibilities.”

100% of parents report that their child participates in at least 1 social activity at least 1x per month

Sports/Athletic Teams- 19%

Exercise- 62%

Hanging out with Friends- 57%

Online Gaming- 76%

Social Networking (online)- 72%

Meet-Up Groups Related to Hobbies- 33%

Religious Groups- 67%

Support Groups- 33%

Social Skills Groups- 29%

Social Groups w/ others w/ disabilities- 34%

Visual/Performing Arts- 43%

Parent Reports of Post-School Life for TX with ASD

Social & Community

“He lives in a group home with other boys, and gets more and more independent and mature each year. I don’t see him ever living on his own, but I hope that he can find peace and do more day-to-day.”

Young Adult’s Current Living Situation:

- 77% living at home
- 12% living independently (alone)
- 11% Other



Post High School *Satisfaction*

Percentage of Young Adults “Satisfied” or “Very Satisfied” with Life After High School

General	50.0
Educational experiences	50.0
Job activities	54.2
Social life	75.0
Community activities	37.5

How Did High School Help?

Percentage of Young Adults Rating High School as “Helpful” or “Very Helpful” in Preparing for Post School Experiences

Educational Experiences	70.8
Work/Vocational Experiences	58.3
Social and Community Experiences	75.0
General	62.5

How Did High School Help?

“I think that it was very helpful because in high school I learned about organization skill and learned how to stay on top of your work.”

“Probably I would say high school actually didn’t prepare me at all... because I didn’t really take any of those business courses or anything I just took AP courses, so high school didn’t really prepare me for that at all.”

“I think it was very helpful because ...I was in band for all four years of high school ...and in high school doing all those volunteer activities also opened up humans for me.”

Vocational Experiences After High School

52% of exited young adults reported vocational experience in the past 6 months.

- 82% reported having a job ***related to things they are good at***
- 64% reported having a job ***related to their interests***
- 36% reported having the ***support of a job coach***



Thoughts About Work

“And I’m pretty much responsible for bagging, cleaning bathrooms, pushing carts, a whole bunch of stuff. I feel like the Swiss army knife of the store.”

“I wouldn’t actually mind shadowing someone, I wouldn’t, that could actually come in handy especially if I start getting into the fields of science and stuff like that to see what those jobs are actually like.”

“Maybe not go to college but take little classes. I know you don’t go to college to become a beekeeper or something but you can take little classes. Yeah I would do that.”

What is Hard About Work?



"I am not exactly a people person...most of the jobs that seem to be open to me are the retail positions and you have to be extremely customer focused and I feel like I struggle with that sometimes."

"I wouldn't say I necessarily like my job ... but it pays—it pays minimum wage. In my life I wish I could be doing something better ..."

"...it's because of Voc. Rehab and how it goes, how it channels you through to another organization, the process, the government, the paperwork, it takes forever. That is what is limiting. There is nothing I can really do about it."

Thoughts About Post Secondary Education

I got really nervous and ...whenever somebody said something to me I forgot, and there were a lot of distractions from other kids using their phones.

Um some hard stuff is keeping up, keeping on track with homework, with classwork that I have to do and some problems, tests or quizzes. Sometimes getting to class on time.

I feel like sometimes it is like a lot of work ... sometimes I just get overwhelmed by the amount of work I have to do sometimes and with my schedule and it is going to be a little more hard in the future because I'll have a job

Thoughts About Social Activities

“Well I don’t have any activities near me and I am not sure whether talking to random people online counts.”

“I work five days a week, and I don’t have much free time between school and work.”

“I’ve been making a few new college friends and I think I am pretty satisfied with the amount of friends I am making right now. Like I am starting to actually go out with people, starting to actually do activities with my friends outside of just going to my house and I feel like that is pretty fun doing that with my new friends.”

Reporting Differences Between Young Adults with ASD and their Parents

% Reporting High School was “Helpful” or “Very Helpful” in Preparing Student for Post School Experience

	Parent/Caregiver Interview (n=25)	Young Adult Interview (n=24)
Educational Experiences	58.3	70.8
Work/Vocational Experiences	52.0	58.3
Social and Community Experiences	52.0	75.0
General	70.8	62.5

What Would You Change from HS?

“I feel like high school could have done a much better job preparing me for the amount of work and the demand that it takes. There was only one class that I took for high school—that required college level work and like made a mention of that. None of the other classes I ever took were nearly as close to what I’ve taken at (college)...as far as work load.”

“I would like to have more stuff orientated towards my major which is broadcasting. Like internships and stuff like that, not just global educational stuff. I kinda want to get into my field a little bit before I leave college.”

What Would You Change from HS?

“Not be a complete idiot. Socially I mean. Maybe study a bit harder.”

“I would take away the 1 on 1 thing and like have more friends.”

“I would probably have not been as hard on myself as I was in high school. I was really really hard on myself... And that in a way kinda held me back. I probably would've allowed myself—or been a little more positive towards myself in high school looking back.”

Discussion

Based on the findings from this CSESA sample of exited young adults on the autism spectrum what is most surprising?

Are these findings similar to what you are experiencing in your schools and districts?

Thank You!