Adolescents with Autism in Secondary School Programs

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A Comprehensive Approach to Supporting Students With ASD in High School

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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!!
Original CSESA Collaborators
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>

#### Pie Chart

- **White-Non-Hispanic**: 51%
- **Other-Non-Hispanic**: 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>Test</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>