

An analysis of school teams that implement a comprehensive educational intervention in high schools for students with autism spectrum disorder

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CSESA

The Center on Secondary Education for
Students with Autism Spectrum Disorders

The CSESA Project

An overview of the Center on
Secondary Education for Students
with ASD and the CSESA study

Center funded by IES awarded to

Kara Hume & Sam Odom

University of North Carolina, Chapel Hill

RCT (Intervention & Services as Usual) across 3

sites – NC, WI (Leann Smith Dawalt Site PI),

CA (Laura J. Hall & Bonnie Kraemer Site Co-PIs),

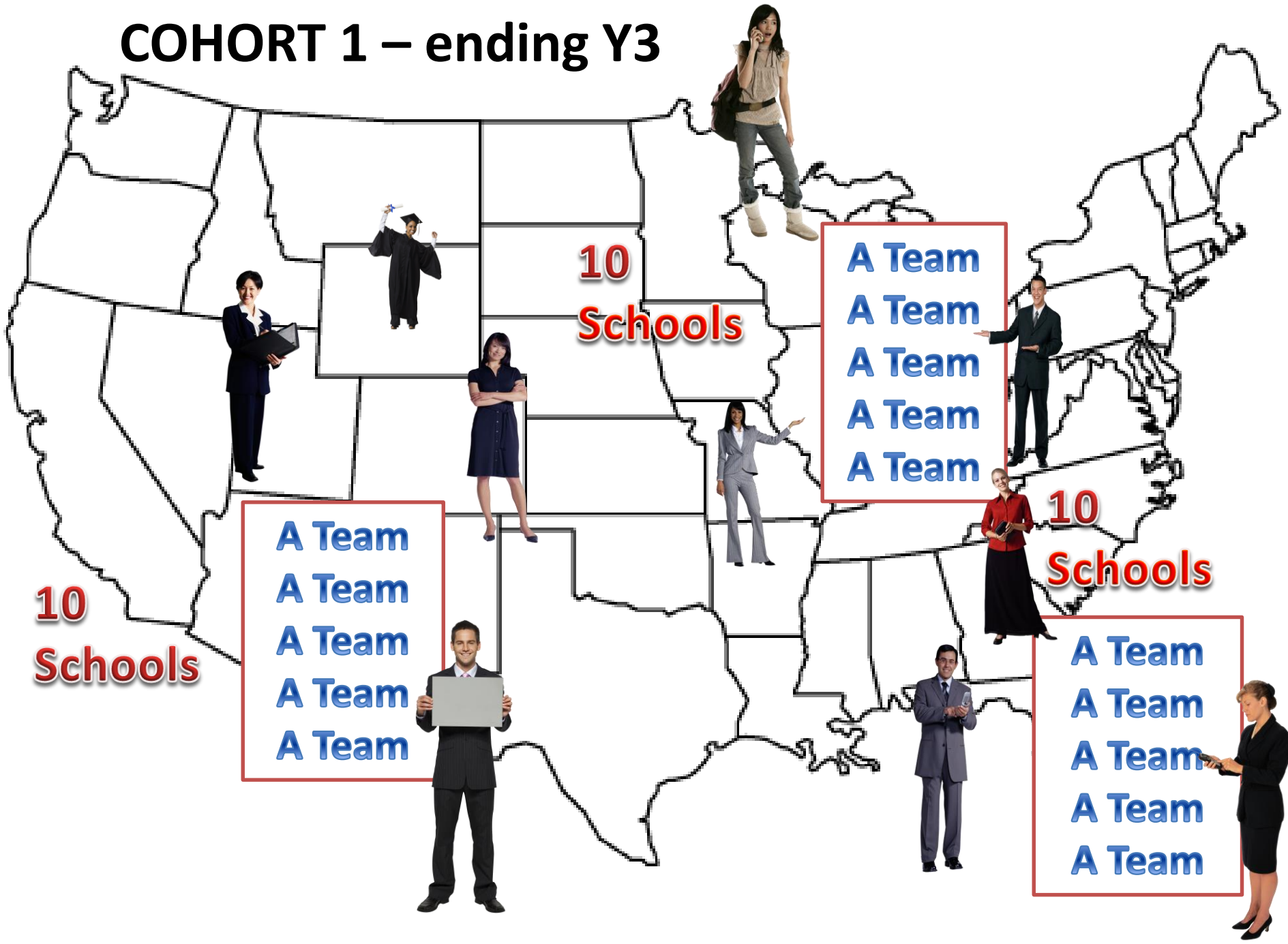
20 schools each (60 total) in

2 cohorts of 10 for 2 years

with up to 12 students in each school

or 547 students total

COHORT 1 – ending Y3



Site Coordinators/A team leads

Suggested by Principals or Volunteered during recruitment

3 consents needed including one from administration for a school to participate

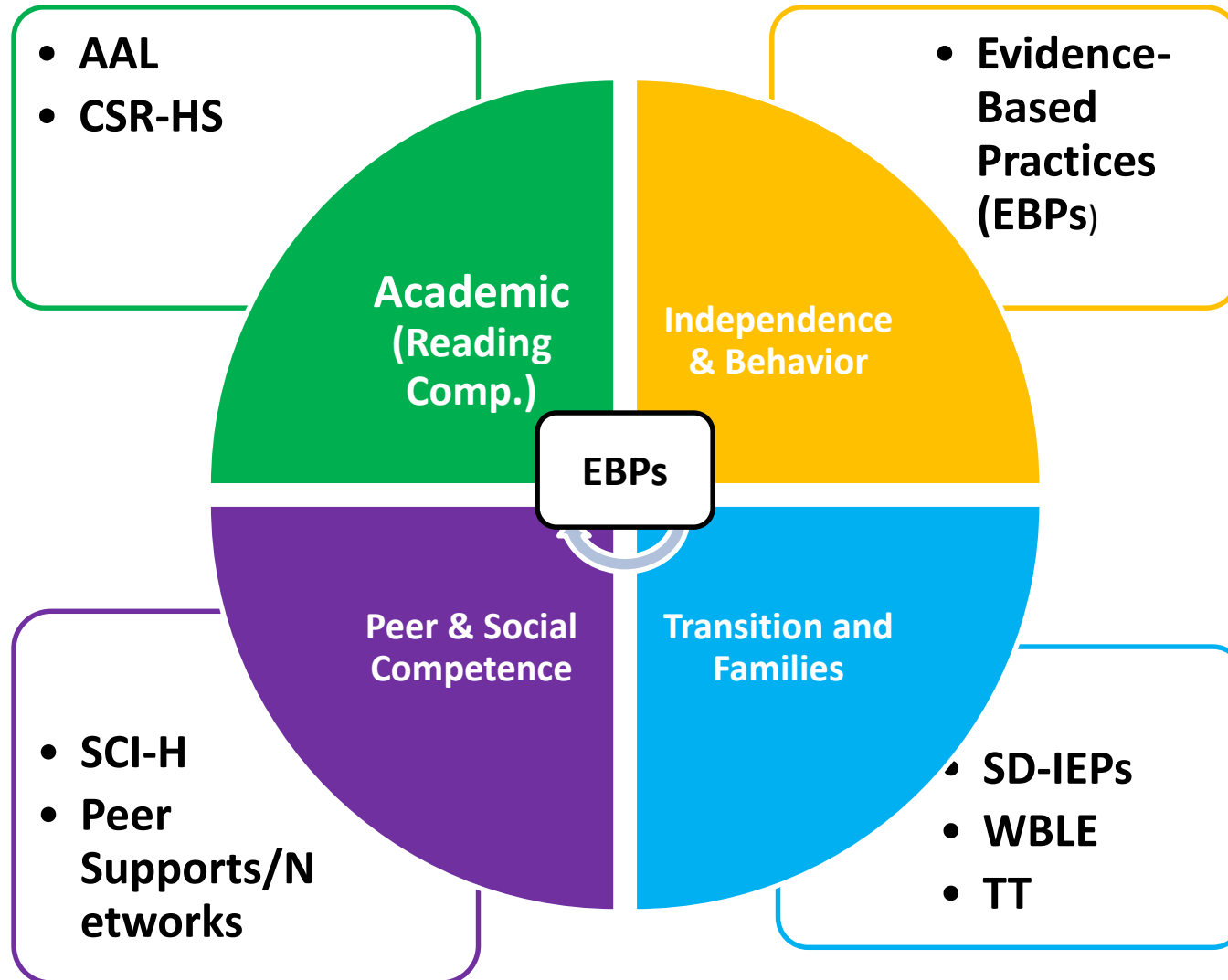
- School Psychologists (admin)
- Autism/Behavior Specialists
- SPED Program directors/Administrators
- Department Head in Special Education
- Special Education Teachers
- SLP for the District working in CSESA school

CSESA Domains



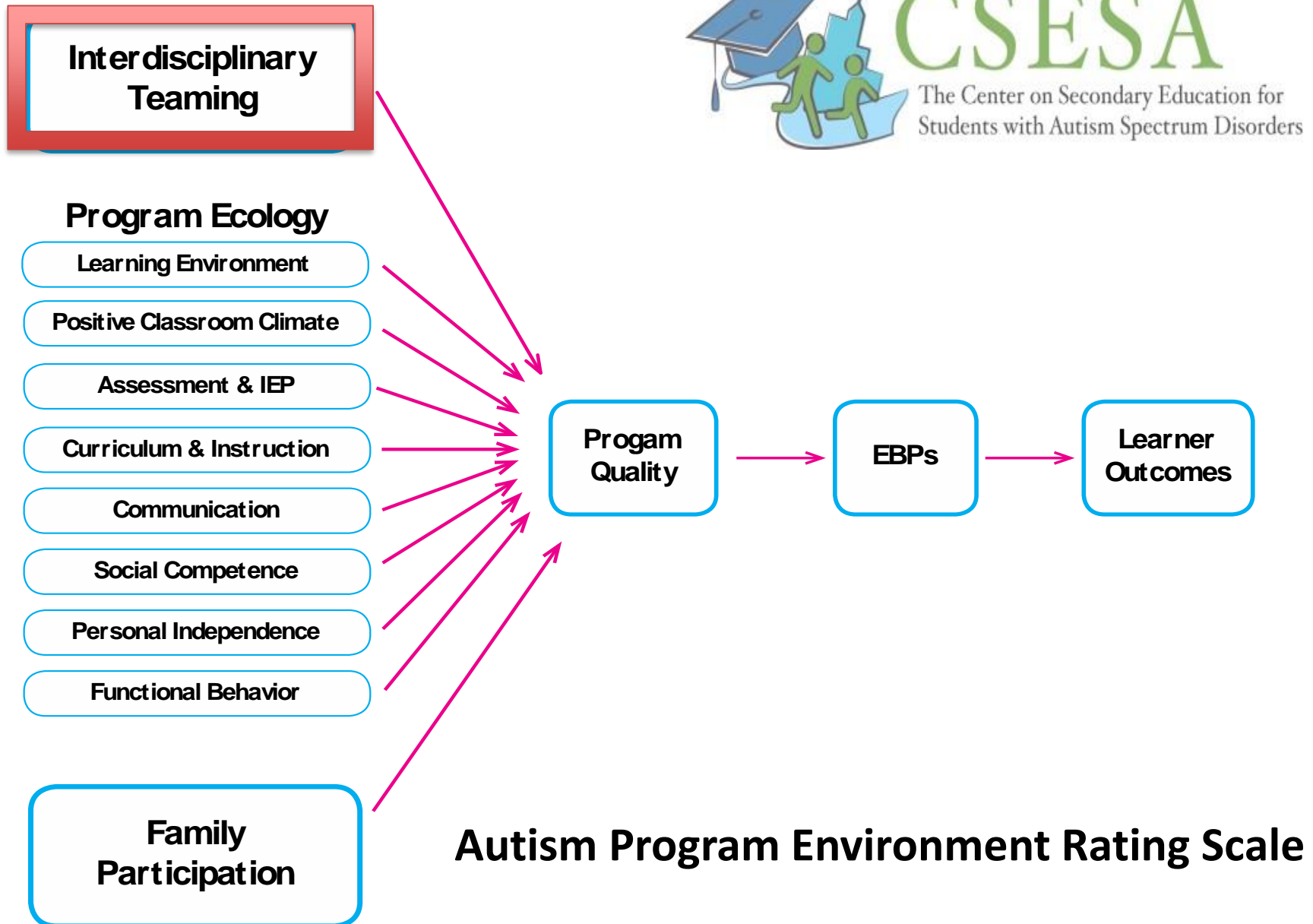
- CSESA staff partner with **A-teams** at each high school
 - provide ongoing **training** and **coaching** in the implementation of specific interventions along with associated evidence-based practices across a 2-year-period
 - Fidelity checklists are used to guide feedback & measure school implementation

CSESA Interventions





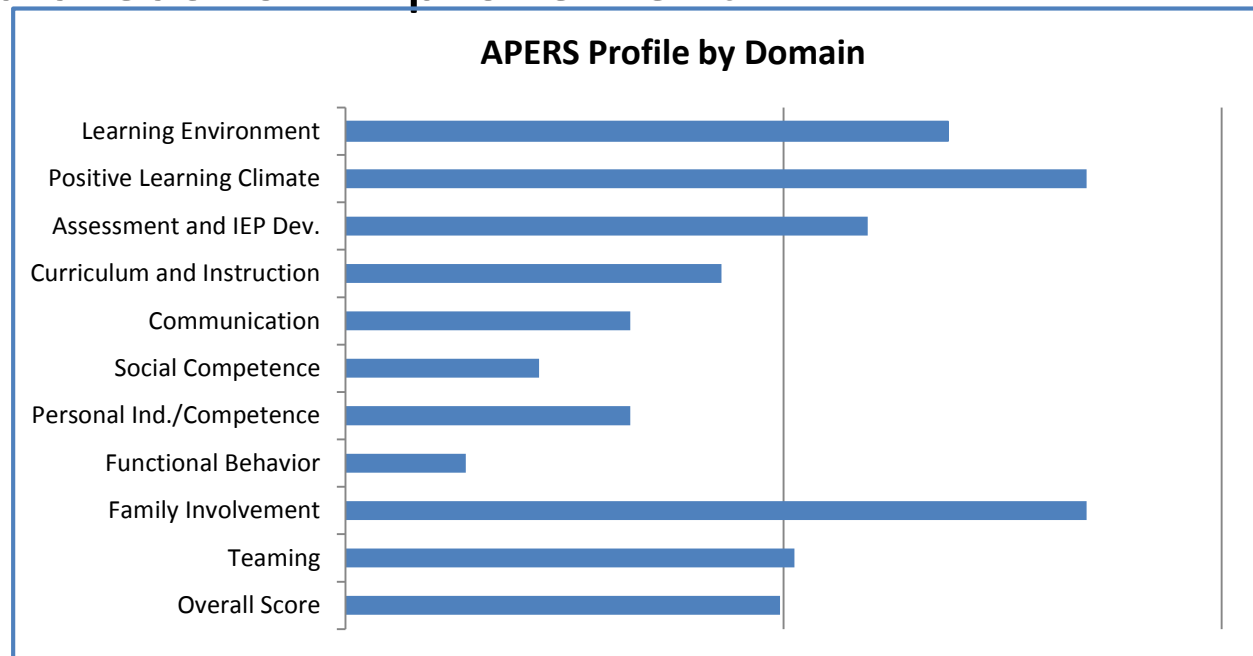
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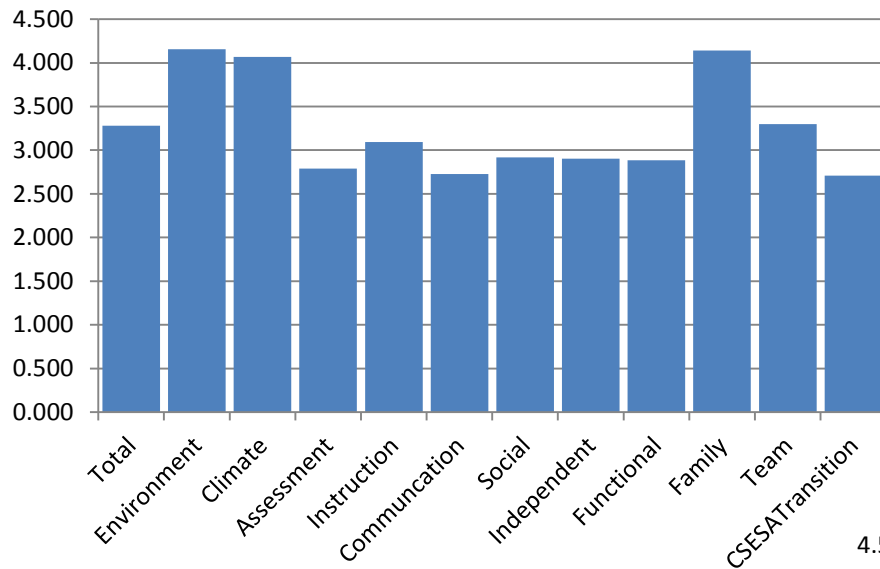
APERS

Program Quality Evaluation:

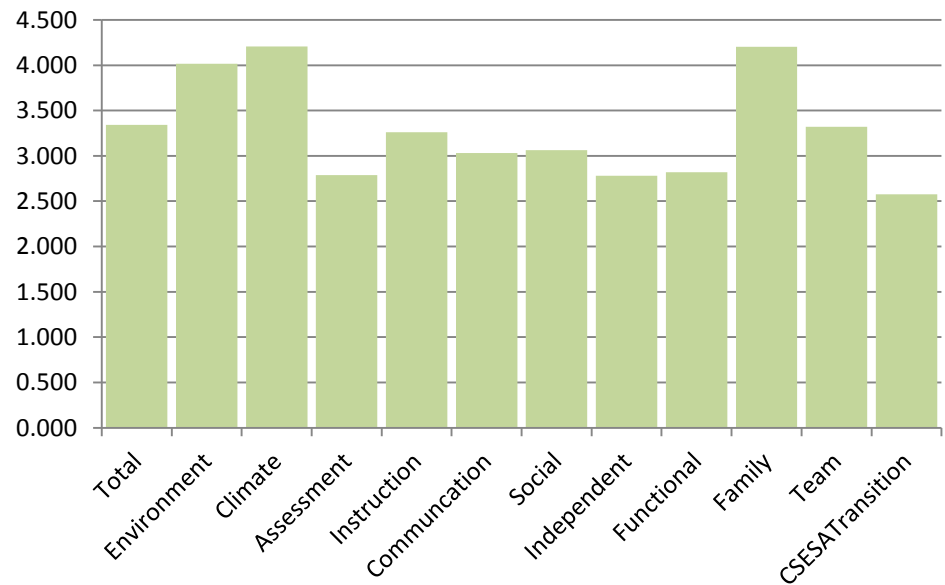
- Each school gets a profile for both the standard (diploma) and the modified programs across 10 domains
- A brief written report highlighting areas of strength and areas for improvement



APERS Weighted Scores: Cohort 1 **SAU at Pre** **N=15**



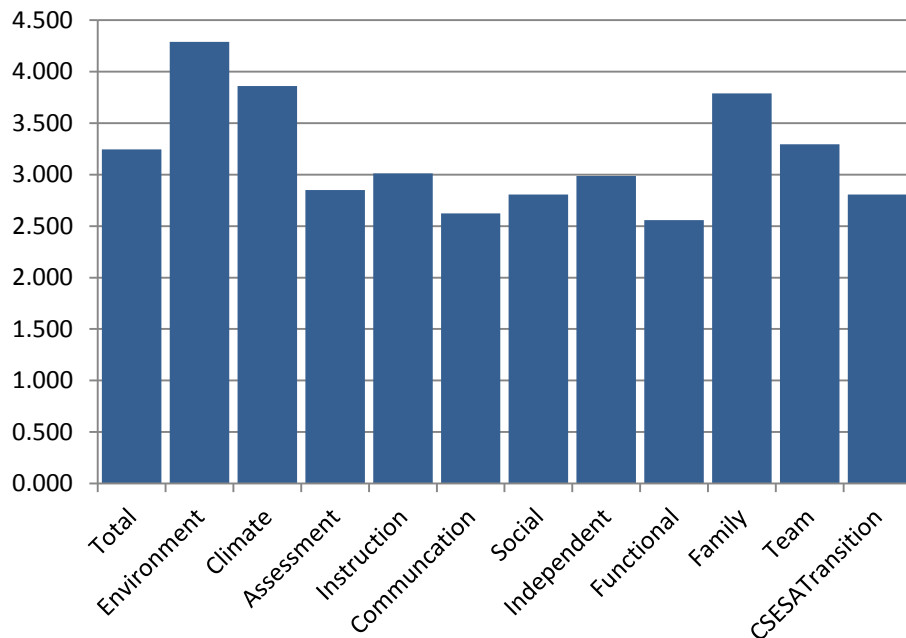
APERS Weighted Scores: Cohort 1 **CSESA at Pre** **N=15**



APERS Weighted Scores: Cohort 1

SAU at Post

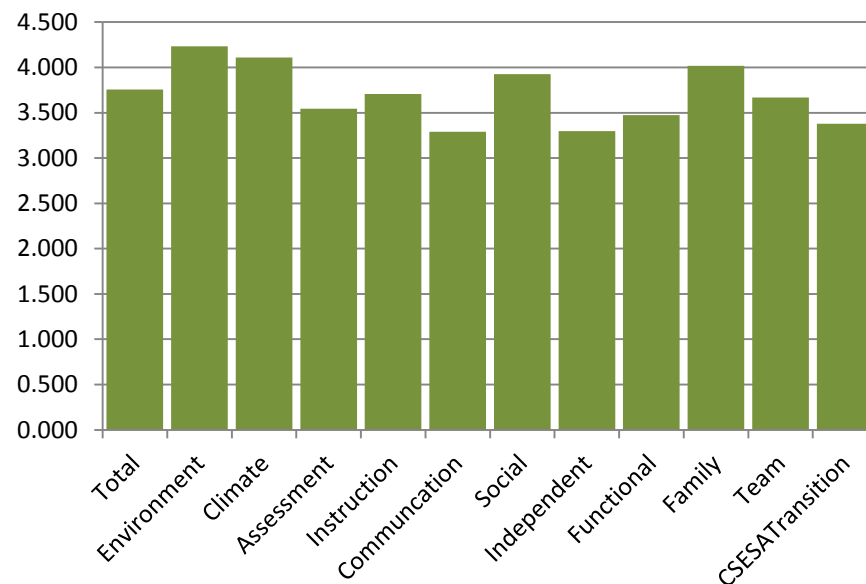
N=15



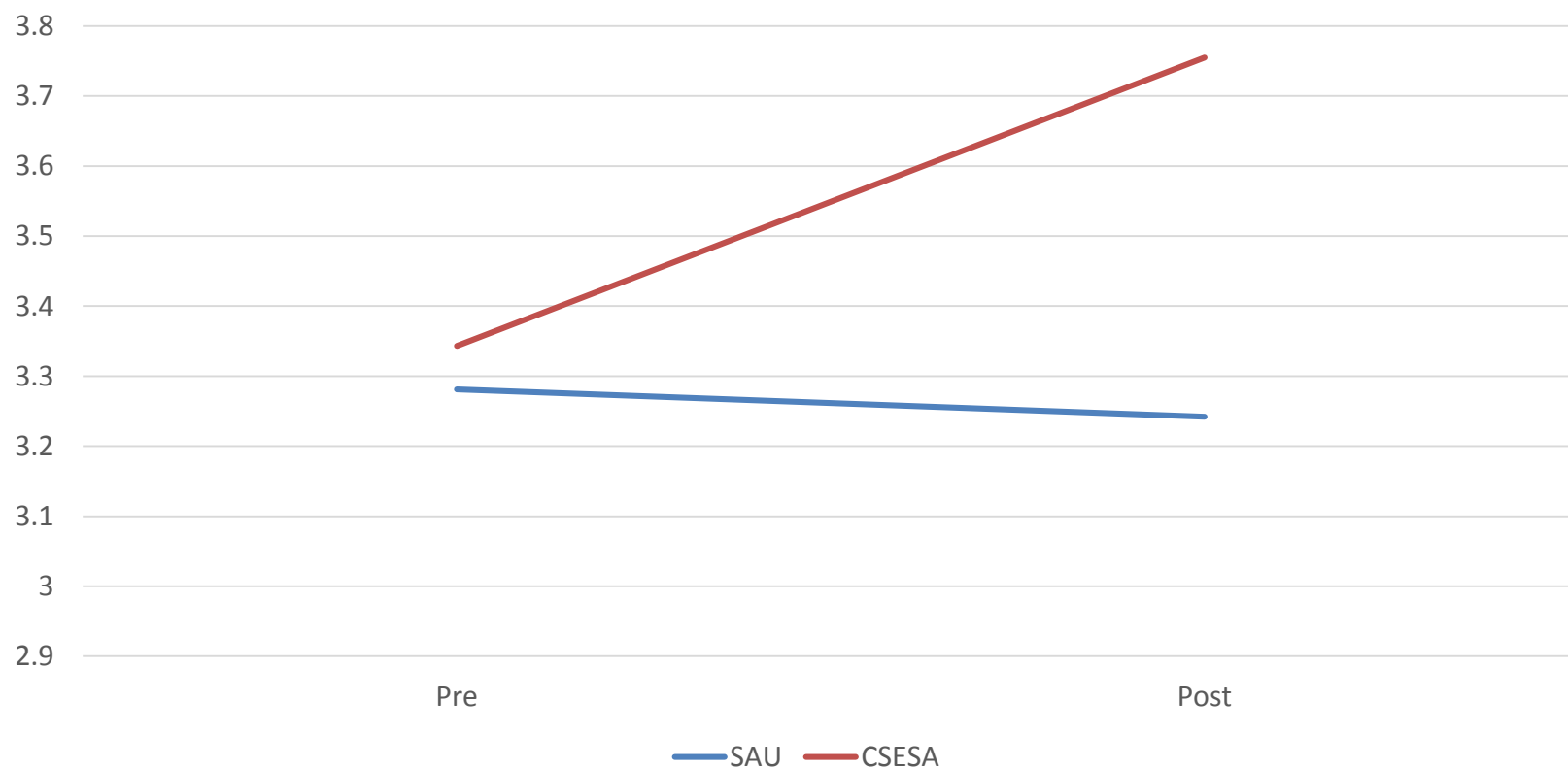
APERS Weighted Scores: Cohort 1

CSESA at Post

N=14



APERS Total



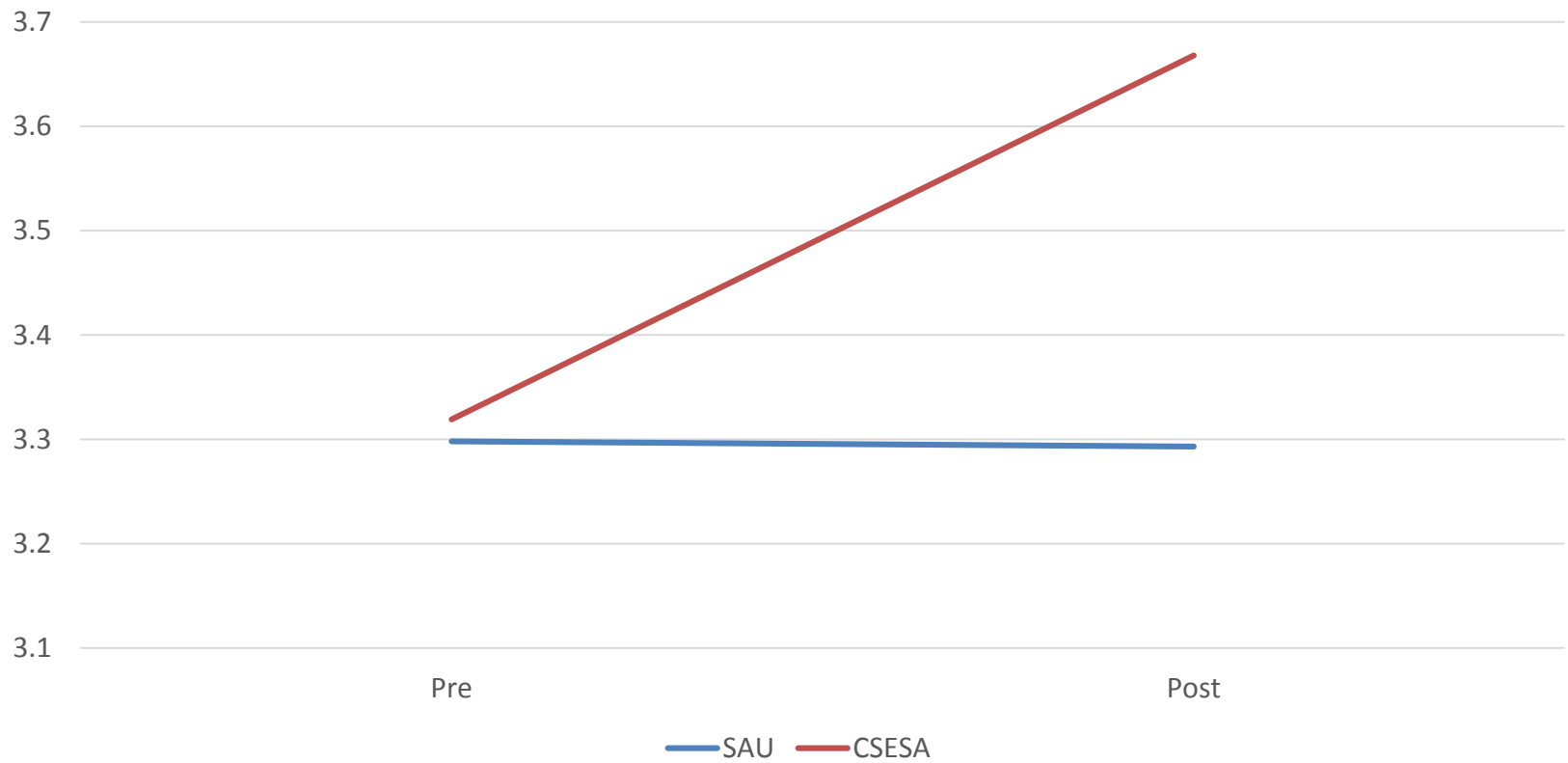
Total d = 1.147



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APERS Teaming



$d = 2.10$

Site Coordinator/A Team Lead survey

Responses from 14 out of 15 cohort 1 schools

Important to evaluate the implementation process at each school & determine factors that influence sustainability of the CSESA intervention components

A Team Lead/Site Coordinator Survey

Rate the quality of the collaboration at your school during the two years of the project

Very Poor	Poor	Neutral	Well	Very Well
	1	4	6	3

Rate the process for finding time to meet with the A team for student planning during the CSESA project

Very Difficult	Somewhat Difficult	Neutral	Somewhat Easy	Very Easy
1	7	1	2	3

Rate the frequency of interaction between A team members regarding the goals for students participating in the CSESA project

No Interaction	Infrequent Interaction	Some Interaction	Moderate Interaction	Frequent Interaction
	1	3	7	3

For some schools almost all interaction with the research team took place during one to one or small group coaching sessions

Rate your experience in serving in the role
of site coordinator for your school

Very Negative	Negative	Neutral	Positive	Very Positive
			6	8

Rate the following statement: The CSESA project
increased awareness about ASD on our campus

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	9	4

Rate your school's administrative support during the 2 years of the CSESA project

No Support	Little Support	Neutral	Moderate Support	Great Support
		2	5	7

Rate the following statement: Our school administration have allocated funds to support CSESA components **since coaching has ended**

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4	3	5	1	1

Rate the number of students with disabilities that have benefited from the CSESA intervention at your school **in addition to the original CSESA study participants**

None	A Few Students	Some Students	A Lot of Students	All Students
		4	9	1

Rate the frequency of the use of CSESA materials & intervention strategies by your school **since coaching** from CSESA staff **ended**

Not at all	Some	Neutral	Moderate	A Lot
	3	1	7	3

Attrition Patterns

Schools with No Changes (**27%**)

NC – 301 & 309

WI – 305 & 306

	ADMINISTRATOR	SITE COORDINATOR	COMPONENT IMPLEMENTERS
YEAR 1	NO CHANGE	NO CHANGE	NO CHANGE
YEAR 2	NO CHANGE	NO CHANGE	NO CHANGE
FOLLOW-UP YEAR 3	NO CHANGE	NO CHANGE	NO CHANGE

Schools with Minor Changes (**27%**)

WI - 308	ADMINISTRATION	SITE COORDINATOR	COMPONENT IMPLEMENTER
YEAR 1	NO CHANGE	NO CHANGE	NO CHANGE
YEAR 2	NO CHANGE	NO CHANGE	SPED Teacher (PS for some)
YEAR 3	NO CHANGE	NO CHANGE	NO CHANGE

CA – 304 & 306	ADMINISTRATION	SITE COORDINATOR	COMPONENT IMPLEMENTER
Year 1	NO CHANGE	NO CHANGE	NO CHANGE
Year 2	NEW PRINCIPAL	NO CHANGE	NO CHANGE
Follow up Year 3	NO CHANGE	NO CHANGE	NO CHANGE

NC - 303	ADMINISTRATION	SITE COORDINATOR	COMPONENT IMPLEMENTER
Year 1	NO CHANGE	NO CHANGE	SPED / PN - left
Year 2	NO CHANGE	NO CHANGE	Counselor CRSM left
Follow up – Year 3	NO CHANGE	NO CHANGE	NO CHANGE

Schools with **high attrition** resulting in new admin/site coordinator &/or new A team (**47%**)

NC - 305	ADMINISTRATION	SITE COORDINATOR	COMPONENT IMPLEMENTER
Year 1	AP LEFT	NO CHANGE	SPED – SCI left
Year 2	NEW ASST. PRINCIPAL	NO CHANGE	SPED-PRISM/PN passed away
Follow up – Year 3	NO CHANGE	NO CHANGE	SPED-PRISM/AAL/WBLE
NC - 307			
Year 1	SPED – SCI/PRISM/PN took AP Role	NO CHANGE	SPED – SCI left
Year 2	NO CHANGE	NO CHANGE	SPED – WBLE left SPED – CSR left SPED – PRISM left
Follow up - Year 3	NO CHANGE	NO CHANGE	SPED – PRISM left

WI - 303	ADMINISTRATION	SITE COORDINATOR	COMPONENT IMPLEMENTER
Year 1	NO CHANGE	NO CHANGE	4 A team /2 GE teachers PRISM PN for some 1 para moved
Year 2	NO CHANGE	NO CHANGE	NO CHANGE
Follow up – Year 3	NO CHANGE	NO CHANGE	Main person- autism specialist with 8 students relocated SCI-H

WI - 310			
Year 1		SC moved to Ed. Consultant Role	NO CHANGE
Year 2		Edu. Consult. Delegated for district	NO CHANGE
Follow up – Year 3		maternity leave No survey received	NO CHANGE

CA - 302	ADMINISTRATION	SITE COORDINATOR	COMPONENT IMPLEMENTER
Year 1	NO CHANGE	SPED- CSR moved	NO CHANGE
Year 2	NO CHANGE	New Site Coord	New SPED teacher District Intervention
Follow up – Year 3	NO CHANGE	SPED – AAL went to 304	NO CHANGE
CA - 308			
Year 1	NO CHANGE	DISTRICT Cuts Position - Moves	Main SPED – PRISM/ left - changed schools
Year 2	NO CHANGE	New SC	NO CHANGE
Follow-up Year 3	DISTRICT cuts Dir. Of SPED	NO CHANGE	SPED – AAL/PRISM left

CA - 310	ADMINISTRATION	SITE COORDINATOR	COMPONENT IMPLEMENTER
Year 1	New Principal	NO CHANGE	SPED – PRISM left
Year 2	NO CHANGE	NO CHANGE	SLP- SCI – maternity leave SPED - drops
Follow up- Year 3	NO CHANGE	Site Coord. Changes to 309	SPED- transition moves schools

CSESA STAFF CHANGES

	Coaches Left Project	Coaches Joined Project
NC (2 Left & 4 New)		
Year 1	1 took Uni position end of year	
Year 2	1 left for other project Coach on maternity leave	4 New Coaches
Year 3		
WI (3 Left & 4 New)		
Year 1	1 Coach left project at end	
Year 2	2 coaches left at year end Coach on maternity leave	4 New coaches
Year 3		
SD (4 Left & 4 New)		
Year 1	2 coaches left (1 to doc program)	1 New Coach joined mid-year
Year 2	1 Coach took uni position	3 New Coaches
Year 3	1 Coach left mid year Coach on maternity leave	

Comments from Preliminary Data for Cohort 1

- **There was significant change from pre to post on the APERS for Teaming**
- **A Team leads are consistently positive regarding their experience**
- **Most A teams found it a challenge to find time to meet due to schedules**
- **Attrition of A Team Staff and CSESA Research Staff occurred at all sites**
- **Some A team coordinators & members were challenging and required “work arounds”**

Information that may assist research implementation by teams in schools:

- Identification of the knowledge/skills of **effective coaches** and of **effective A team leads** can assist with hiring and when selecting staff for schools
- A brief “**readiness**” screener may help researchers provide supports needed early on to support an effective relationship in some schools
- Assessment of **baseline knowledge & skills** of team members may help the research team identify where extra support is needed

Since intervention in the schools is far from a



- Measures of dosage that include information about relationships in addition to fidelity scores may be helpful
- Attrition of key implementers could be considered in the design of a study. Some retraining or review period may be an important part of the implementation process.