



Social and Vocational Activities of High School Students with ASD

Bonnie R. Kraemer, San Diego State University

April 12th, 2018

Gatlinburg Conference San Diego

Co-Presenters

Leann Smith-DaWalt, University of Wisconsin, Madison

Samuel Odom, University of North Carolina, Chapel Hill

Kara Hume, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

Laura Hall, San Diego State University, CA

Jessica Dykstra Steinbrenner, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

Acknowledgement: Funded by the Institute of Educational Sciences, U.S. Department of Education through Grant R324C120006, awarded to UNC Chapel Hill (Kara Hume and Sam Odom)

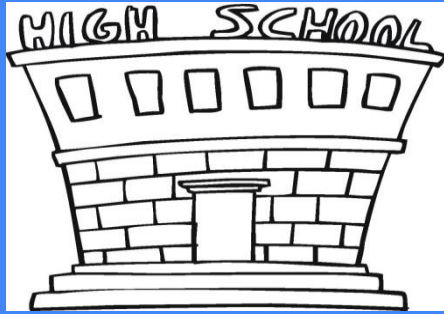
What We Know about ASD and High-School

Students with ASD have significantly more trouble completing activities of daily living, have fewer planned activities and social engagement with friends, and are less likely to have had paid employment outside of school (Lipscomb et al., 2017).

Outcomes for young adults with ASD and their families are among the worst of any disability group (Roux et al., 2015) .

Longitudinal studies have documented that about one third of young adults with ASD are unemployed, and for those who are employed, they often fail to maintain employment or struggle with employment over time (Taylor, Henninger, & Malick, 2015).





"Last best chance" for students with ASD (Peter Gerhardt; CSESA Advisory Board Member)

Thus, the need for intervention during the high-school years is critical for youth, as well as their families.

"Our kids are alone . . . They don't go to dances, they don't go bowling, and it is not because they do not want to."

-Parent from CSESA focus group



Poor post-secondary outcomes overall

Purpose:

1. Describe the social and vocational experiences of adolescents with ASD prior to the CSESA intervention.
2. Examine differences in social and vocational experiences between students on a standard diploma track vs other diploma types (e.g., modified diploma).

Student & Family Demographics

Time of Enrollment

(N = 543)

	N	%
Male	464	86
Race/Ethnicity (non-White and/or Hispanic)	244	45
Caregiver Education (greater than HS)	340	62
Household Income (<80K)	342	67

Student & Family Demographics

Time of Enrollment

(N = 543)

	Mean (SD)	Range
Youth Age at Enrollment	16.1 (1.04)	13.6-20.9
Social Responsiveness Scale-2	70.5 (12.3)	39-110 (82% > 60)
Teacher Vineland ABC SS	75.8 (16.6)	20-131
Leiter Non-Verbal IQ	85.8 (27.2)	30-141
Standard Diploma (%)	57	

Outcome Measure: CSESA Proximal

- Researcher created measure
- Parent and Teacher versions
- Administered 5X during 2 year intervention period
- Both hard copy and online versions available
- Four areas targeted to align with CSESA intervention domains (Reading Comprehension; Independence & Behavior; Social & Peer Relations; Transition).
- Data presented today (Social & Vocational items at Time 1)

Sample Social & Vocational Items from Proximal Measure: Parents

Please read each item carefully and mark the number that best describes how often your son or daughter has participated in the activity described in the past 4 weeks, to the best of your knowledge.

During the <u>past 4 weeks</u> about how often did your son or daughter:	Never	1-2 times this month	A few times this month	About once a week	Several days a week
10. Get together with friends/peers as part of an organized group or activity	①	②	③	④	⑤
11. Get together with friends/peers outside of school other than organized group or activity	①	②	③	④	⑤
12. Call or send a text message to his/her friends/peers	①	②	③	④	⑤
13. Interact with others using the internet (e.g. e-mail, chat rooms, gaming, Facebook)	①	②	③	④	⑤



CSESA Proximal Measure - PARENT

ID LABEL HERE

Please read each item carefully and mark the number that best describes how often your son or daughter has participated in the transition-related activity described in the past 4 weeks, to the best of your knowledge.

During the <u>past 4 weeks</u> about how often did your son or daughter:	Never	1-2 times this month	A few times this month	About once a week	Several days a week	If Yes, how long was each activity?	If YES, was this a school supported activity?
20. Job exploration (work sampling, work shadowing, interviewing others about careers)	①	②	③	④	⑤	<input type="checkbox"/> Less than 30 min. <input type="checkbox"/> 30-60 min <input type="checkbox"/> More than 60 min	<input type="checkbox"/> Yes <input type="checkbox"/> No
21. Jobs around the school	①	②	③	④	⑤	<input type="checkbox"/> Less than 30 min. <input type="checkbox"/> 30-60 min <input type="checkbox"/> More than 60 min	<input type="checkbox"/> Yes <input type="checkbox"/> No
22. Unpaid internships/volunteering in the community	①	②	③	④	⑤	<input type="checkbox"/> Less than 30 min. <input type="checkbox"/> 30-60 min <input type="checkbox"/> More than 60 min	<input type="checkbox"/> Yes <input type="checkbox"/> No
23. Paid employment in the community	①	②	③	④	⑤	<input type="checkbox"/> Less than 30 min. <input type="checkbox"/> 30-60 min <input type="checkbox"/> More than 60 min	<input type="checkbox"/> Yes <input type="checkbox"/> No

Sample Social & Vocational Items from Proximal Measure: Teacher

Instructions: Please read each item carefully and mark the number that best describes the student's typical behavior in the past 4 weeks, to the best of your knowledge.

Social					
During the <u>past 4 weeks</u> the student:	Never		Sometimes		Often
1. Cooperated with peers in class	①	②	③	④	⑤
2. Related positively to teachers	①	②	③	④	⑤
3. Related positively to peers	①	②	③	④	⑤
4. Initiated interactions/conversations with more than 1 peer <i>Note: interactions do not need to be verbal</i>	①	②	③	④	⑤
5. Participated appropriately during interactions/conversations <i>Note: interactions do not need to be verbal</i>	①	②	③	④	⑤
6. Offered and provided assistance to peers/staff as needed	①	②	③	④	⑤

Please read each item carefully and mark the number that best describes how often the student has participated in each transition-related activity in the past 4 weeks, to the best of your knowledge.

During the <u>past 4 weeks</u> about how often did the student:	Never	1-2 times this month	A few times this month	About once a week	Several days a week	If Yes, how long was each activity?
24. Job exploration (work sampling, work shadowing, interviewing others about careers)	①	②	③	④	⑤	<input type="checkbox"/> Less than 30 min. <input type="checkbox"/> 30-60 min <input type="checkbox"/> More than 60 min
25. Jobs around the school	①	②	③	④	⑤	<input type="checkbox"/> Less than 30 min. <input type="checkbox"/> 30-60 min <input type="checkbox"/> More than 60 min
26. Unpaid internships/ volunteering in the community	①	②	③	④	⑤	<input type="checkbox"/> Less than 30 min. <input type="checkbox"/> 30-60 min <input type="checkbox"/> More than 60 min
27. Paid employment in the community	①	②	③	④	⑤	<input type="checkbox"/> Less than 30 min. <input type="checkbox"/> 30-60 min <input type="checkbox"/> More than 60 min

Results: Report of Social Activities in Past 4 Weeks: Time 1

Parent

- Spent time with friends outside of school 50%
- Social interactions on internet 55%
- Called or texted friends 47%
- Organized group social activity 75%

Teacher

- Social interaction w peers during school day 86%
- Cooperated w peers in class 96%
- Initiated social interactions w at least one peer 82%
- Participated appropriately w peers 95%
- Extended social interactions w peers within past 2 weeks 77.5%

Results: Report of Vocational Activities in Past 4 Weeks: Time 1

Parent

Job exploration activities 25%
Jobs around school 33%
Unpaid Internship/volunteering 28%
Paid employment 9%

Teacher

Job exploration activities 35%
Jobs around school 47%
Unpaid Internship/volunteering 23%
Paid employment 4%

Results: Differences in Social Interactions Based on Diploma Type Time 1

SD =
Standard
Diploma;

MD =
Modified
Diploma

*=p<.05
***=p<.001

	Parent Report	Teacher Report
Technology based activities	SD***	
In person social activities	--	
Total social interactions w peers		--
Total number of peers		--
At least 1 frequent social partner		--
Interactions with peers wo disabilities		--
Interactions w peers w disabilities		MD* (79% vs 70%)
Interactions in sped classroom		MD*** (86% vs 58%)
Interaction in gen ed classroom		SD*** (40% vs 12%)

Results: Differences in Vocational Activities Based on Diploma Type Time 1

SD =
Standard
Diploma;

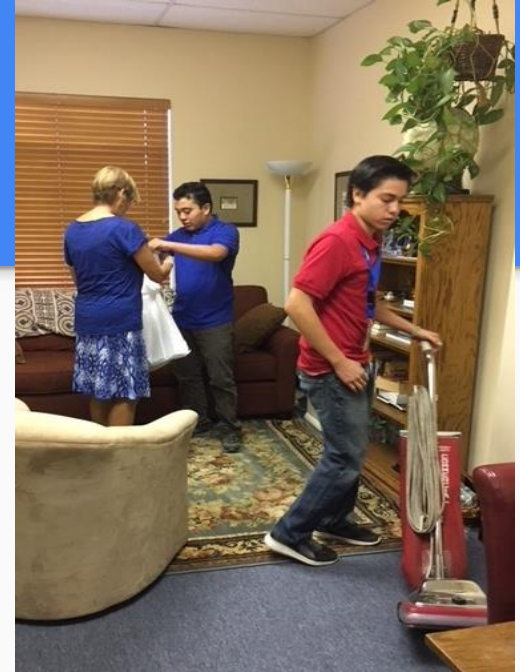
MD =
Modified
Diploma

	Parent Report	Teacher Report
Job exploration activities	--	MD***
Jobs around school campus	MD***	MD***
Unpaid internships/volunteer work	--	MD***
Paid employment	--	--

***= $p < .001$

Summary

- Although only half of youth with ASD participated in afterschool social activities, social interactions during school were more common.
- In-person social interactions varied little based on diploma type, however standard diploma bound youth with ASD were significantly more involved in internet based social activities such as online gaming and social media.
- Very few youth with ASD were involved in paid employment, however nearly half were involved in work based learning activities on the school campus.
- Standard diploma bound youth with ASD received much less instruction related to employment. This is concerning considering the poor post school employment outcomes for young adults with ASD.



Discussion

- Data for these 543 high school students with ASD, prior to intervention, is consistent with data from other studies of high-school youth with ASD. There is a clear need for targeted interventions during this period to foster social and vocational behaviors.
- It is concerning that diploma bound students with ASD received less instruction related to life planning and employment. With post-school outcome data indicating that this is one of the most vulnerable populations, creative solutions to provide life skills instruction during the high-school years is paramount.
- **CSESA was a first step in this process.**

Thank You!



CSESA Team

- 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
- 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**

Acknowledgement: Funded by the Institute of Educational Sciences, U.S. Department of Education through Grant R324C120006, awarded to UNC Chapel Hill (Kara Hume and Sam Odom)