Intervention Planning for High Schoolers with Autism Spectrum Disorder

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CSESA
The Center on Secondary Education for Students with Autism Spectrum Disorders

In this presentation participants will:

1. Learn about the Center on Secondary Education for Students with Autism Spectrum Disorders (CSESA) student planning process
    1. Assess
    2. Select and implement interventions
    3. Monitor performance

2. Locate key evidence-based curriculum

3. Discuss possible challenges and solutions to implementing student plans in complex school settings.

CSESA

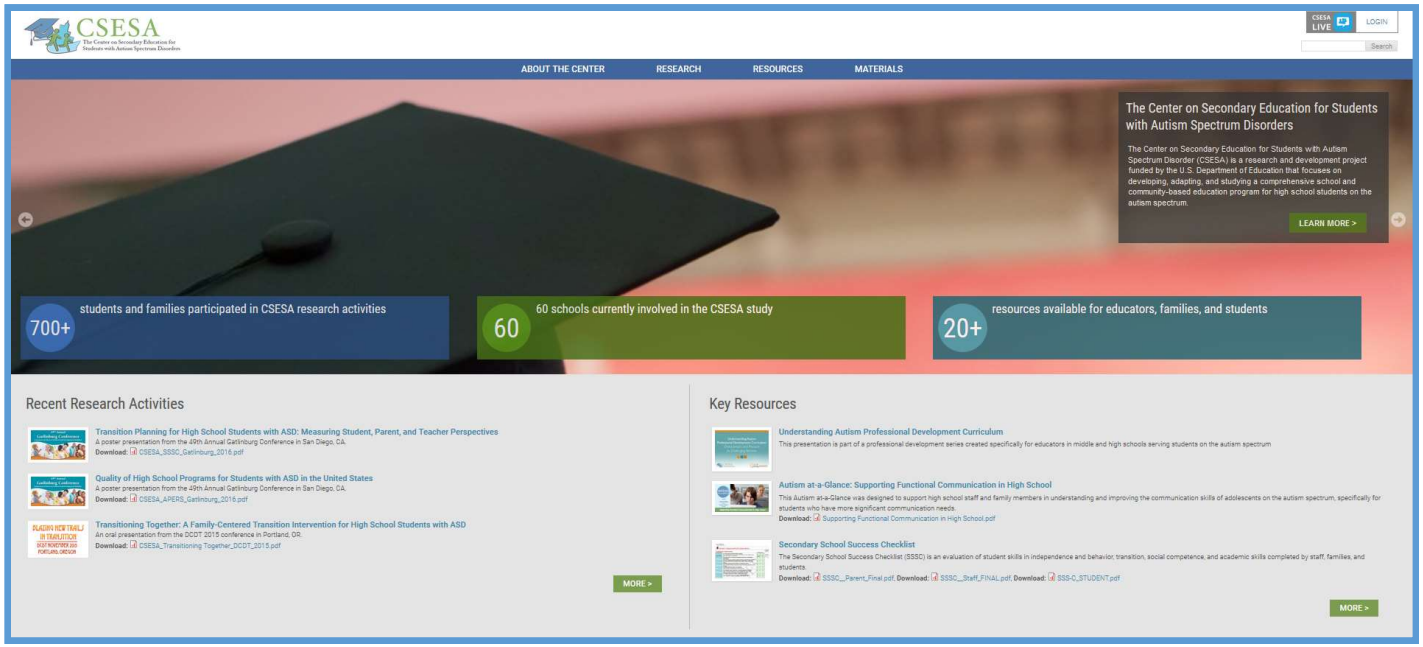
The Center on Secondary Education for Students with Autism Spectrum Disorders

About CSESA

- Research & Development Center
- Funded by the US Department of Education
- Purpose: To develop and study a comprehensive high school program for students on the autism spectrum

CSESA By the Numbers

- **1,800 consented participants**
- **546 adolescents with ASD**
- **30** school districts across **5** states
- **60 schools**
- **2,000 hours** of professional development (per year)
- **21 peer-reviewed publications**
- **55** international, national, state, and local conferences
- **130,000** page views with **27,000** downloads



http://csesa.fpg.unc.edu/

If you have access to the internet, you might want to follow along.

www.facebook.com/csesa.asd

Why the emphasis on transition?

Surveillance Year	Birth Year	Number of ADDM Sites	Prevalence per 1,000 (range)	This is about 1 in *x* children
2000	1992	6	6.7 (4.5-9.9)	1 in 150
2002	1994	14	6.6 (3.3-10.6)	1 in 150
2004	1996	8	8.0 (4.6-9.8)	1 in 125
2006	1998	11	9.0 (4.2-12.1)	1 in 110
2008	2000	14	11.3 (4.8-21.2)	1 in 88
2010	2002	11	14.7 (8.7-21.9)	1 in 68
2012	2004	12	14.6 (8.2-24.6)	1 in 68
2014	2006	11	16.8 (13.1-29.3)	**1 in 59**

- 2014 prevalence is 1 in 59
- 8 year-olds in 2006 are now 20
- We will continue to see an increase in demand for adult services

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Why the emphasis on transition planning?

When young adults with ASD leave the public school system,

"nearly 80% still live at home, almost half have no jobs or postsecondary training, 40% never have contact with friends, 17% never feel hopeful about the future, 21% never engage in outside activities, and many experience a decrease in insurance coverage and therapy services"

(Shattuck, 2010)

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IDEA 2004

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

(1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

(2) The transition services (including courses of study) needed to assist the child in reaching those goals

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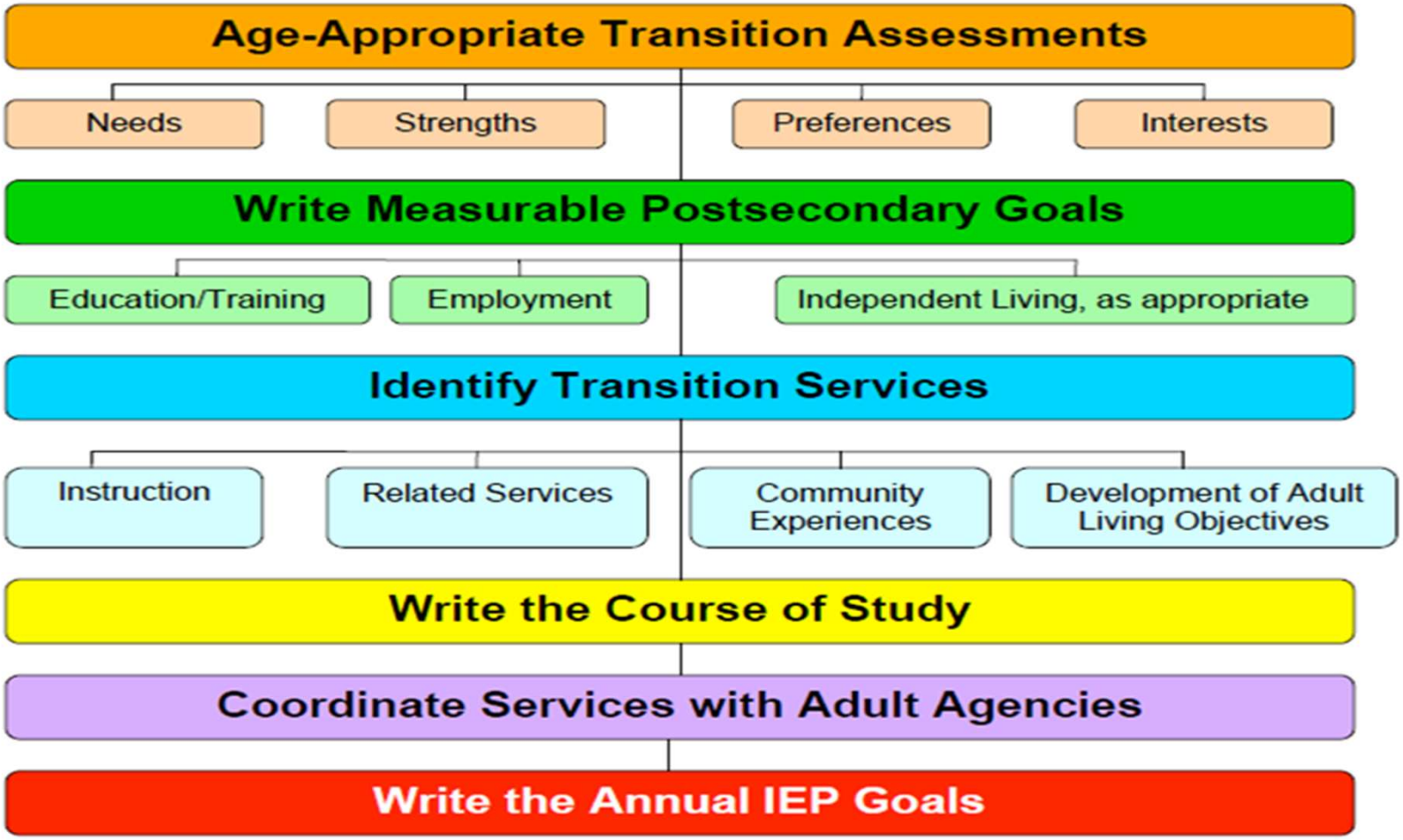
TRANSITION SERVICES FLOW CHART



Seattle University - Center for Change in Transition Services, 2010

Important Transition Areas

- **Self-Determination Skills**
- **Independent Living Skills**
- **Career & Vocational Interests & Skills**

As well as
- Academic Skills

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How do we assess and teach self-determination, independent living, career interests, as well as academic skills?

CSESA has a *Transition and Family* curriculum that includes guidance on planning for the transition to adulthood and developing a transition IEP:
https://csesa.fpg.unc.edu/materials/csesa-transition-and-families

Transition Planning

Transition Planning Manual

This is the manual to support transition planning.

Download: Transition Planning Manual.pdf

Transition Planning Training Powerpoint

This is a .pdf of the Transition Planning training powerpoint.

Download: Transition Planning.final_.pdf

Transition Planning Webinar

This is a webinar for the Transition Planning training in the CSESA model.

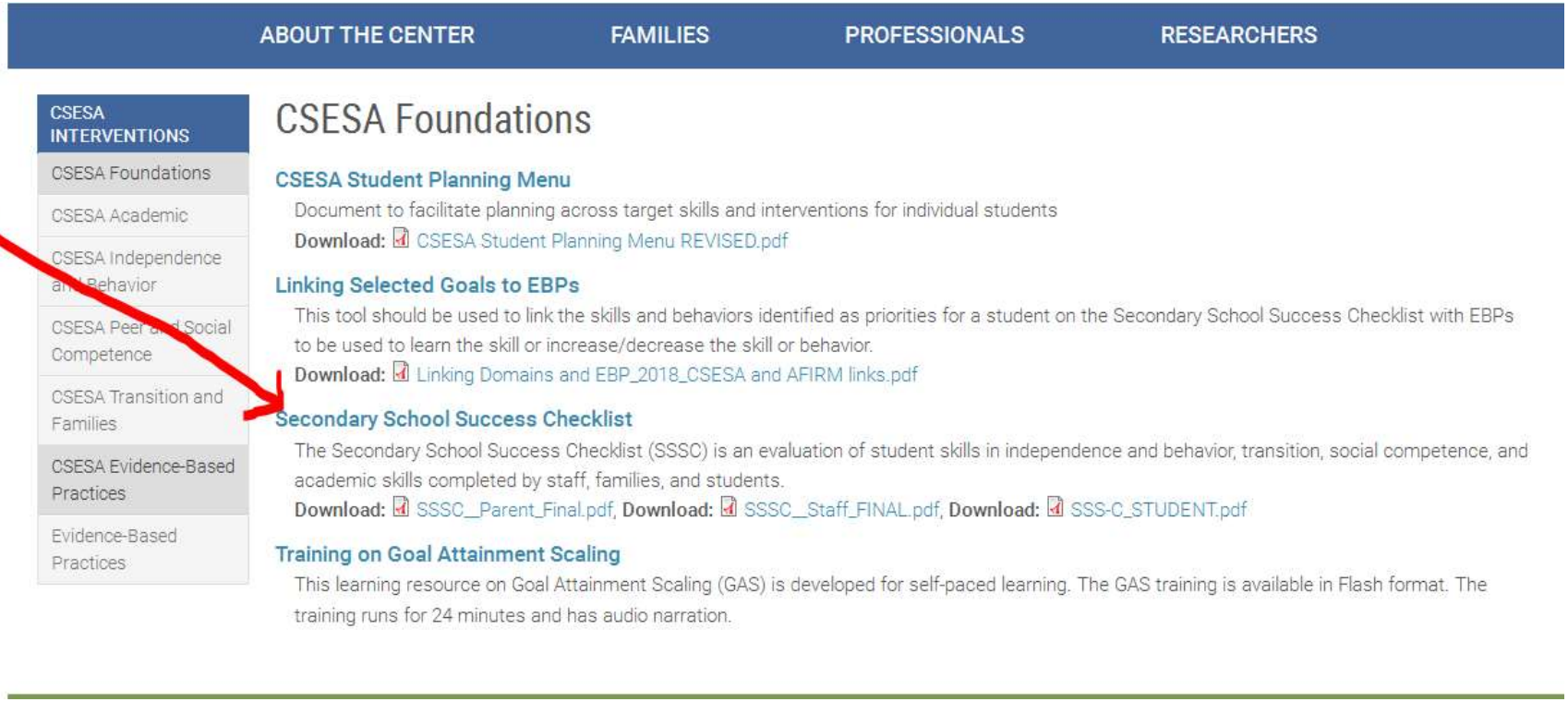
CSESA also has developed a transition assessment to help teams select and prioritize goals

Secondary School Success Checklist (SSSC)

https://csesa.fpg.unc.edu/materials/csesa-foundations

Secondary School Success Checklist

https://csesa.fpg.unc.edu/materials/csesa-foundations



SSSC

- A tool that can be used by **students**, **families**, and **school staff** to assess skills that will support a positive high school experience, and help in planning ahead for life after high school.

- Two steps that will help teams to assess student skills:
  - **Skill Evaluation:** rate the level of support needed and demonstration of skills across 4 domains
  - **Priority Ranking:** rank the importance of each skill to help identify priority goals

SSSC domains

- **Independence and Behavior**
  - Organization, Self-Regulation, Flexibility, Self-Monitoring
- **Transition**
  - Problem-Solving and Goal Setting, Personal Presentation, Understanding of School/Community Culture
- **Social**
  - Social Communication, Interpersonal Communication, Recognizing Emotions, Cooperation
- **Academic (Literacy)**
  - Comprehension, Activating and Applying Knowledge

Domain: Independence and Behavior

Subdomain: Organization

Skill Evaluation		Priority Ranking	Success Monitoring & Notes (e.g. setting, with whom, examples)
			Notes/Examples:
☐ ☐ ☐ ☐ ☐ 0 1 2 NO NA 0=not like student 2=much like student	O1. Accesses and follows daily schedule *Note: Format & length may vary based on student needs (e.g. written, objects, pictures, iPad); student refers to it throughout day*	☐ ☐ ☐ 0 1 2 0=no concern 2=major concern	
☐ ☐ ☐ ☐ ☐ 0 1 2 NO NA	O2. 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)*	☐ ☐ ☐ 0 1 2	
☐ ☐ ☐ ☐ ☐ 0 1 2 NO NA	O3. Brings appropriate materials to assigned location *Note: Includes bringing home and turning in homework, bringing supplies to school or community setting*	☐ ☐ ☐ 0 1 2	
☐ ☐ ☐ ☐ ☐ 0 1 2 NO NA	O4. Materials/work space are organized *Note: Includes neat paperwork, tidy work space in school/community setting, returns materials to correct location*	☐ ☐ ☐ 0 1 2	
☐ ☐ ☐ ☐ ☐ 0 1 2 NO NA	O5. Identifies steps required to complete assigned activities*; completes assigned activities* *Note: Includes breaking down larger projects into smaller steps, sequencing steps, listing steps in organizational systems, beginning, and completing assignments*	☐ ☐ ☐ 0 1 2	
☐ ☐ ☐ ☐ ☐ 0 1 2 NO NA	O6. Moves to and arrives at assigned location or activity on time *Note: May include within classroom or across school/community*	☐ ☐ ☐ 0 1 2	
☐ ☐ ☐ ☐ ☐ 0 1 2 NO NA	O7. Requests/initiates meetings with work groups, staff, as appropriate	☐ ☐ ☐ 0 1 2	
☐ ☐ ☐ ☐ ☐ 0 1 2 NO NA	O8. Other:	☐ ☐ ☐ 0 1 2	

Notes: Content for the **Secondary School Success Checklist** aligns with the 21st Century Student Outcomes (http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf). Skills reflected in this document are noted with an *.
Content also aligns with the *Common Core & Extended Common Core State Standards*. Skills reflected in this document are noted with a +.

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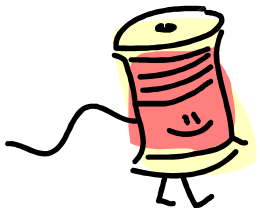
Secondary School Success Checklist

https://csesa.fpg.unc.edu/materials/csesa-foundations

Annual IEP Questions

1. What skills and knowledge must the student attain this academic year that are necessary for achieving the identified **postsecondary goals**?
2. What skills and knowledge does the student currently have that support their **postsecondary goals**?



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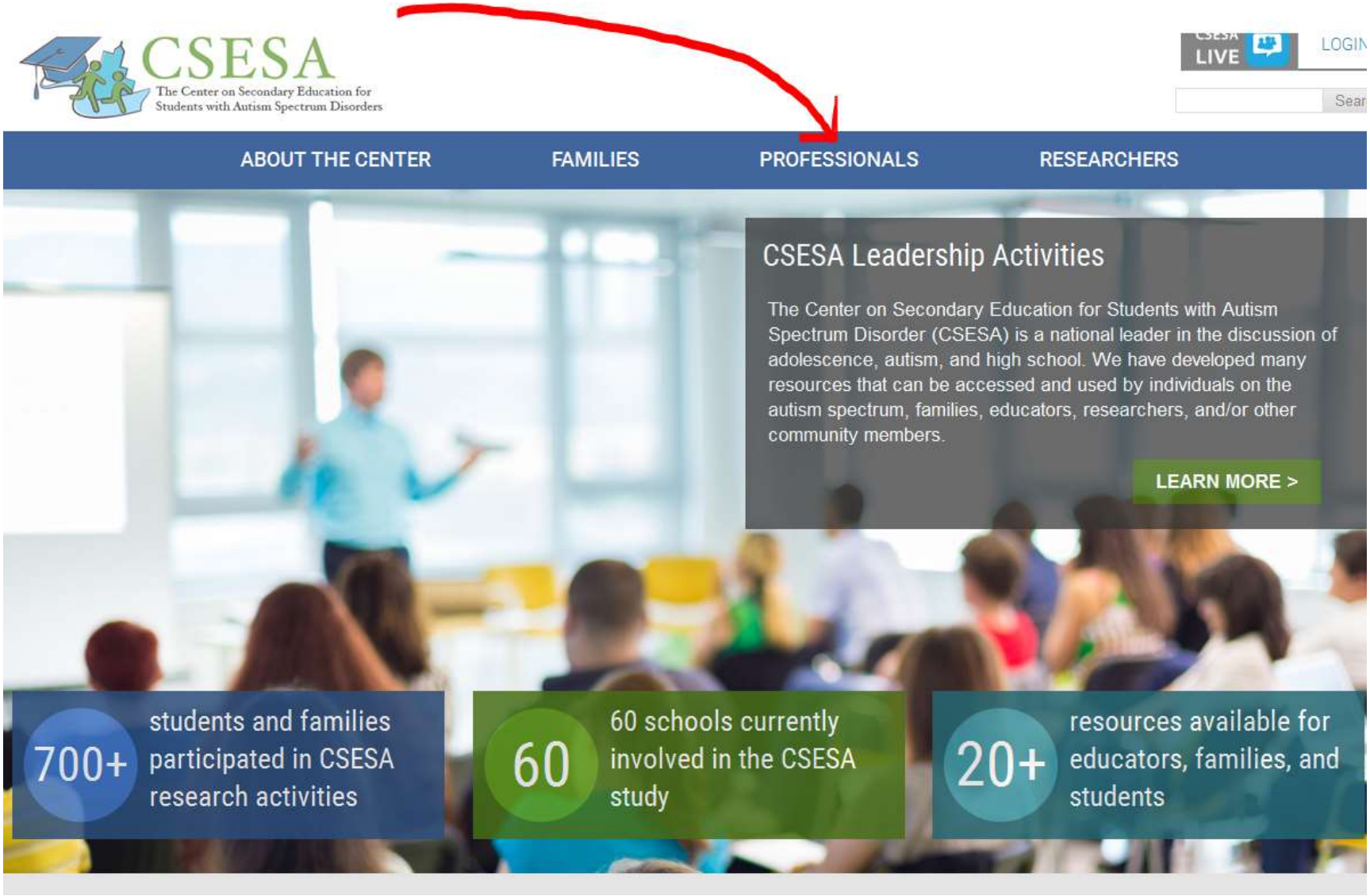
Select and Implement Interventions

https://csesa.fpg.unc.edu/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LIVE
LOGIN
ABOUT THE CENTER
FAMILIES
PROFESSIONALS
RESEARCHERS
CSESA Leadership Activities
The Center on Secondary Education for Students with Autism Spectrum Disorder (CSESA) is a national leader in the discussion of adolescence, autism, and high school. We have developed many resources that can be accessed and used by individuals on the autism spectrum, families, educators, researchers, and/or other community members.
LEARN MORE >
700+ students and families participated in CSESA research activities
60 60 schools currently involved in the CSESA study
20+ resources available for educators, families, and students

Linking Selected Goals to EBP

https://csesa.fpg.unc.edu/materials/csesa-foundations

Linking Selected Goals to Evidence Based Practices

Purpose

The following tables list the **Secondary School Success Checklist- (SSSC)** skills and behaviors. These are paired with educational practices which research has shown to be effective for children and youth who have autism spectrum disorder. It is important to keep in mind the priority goals identified, your students goals/strengthens and preference and the function of the behavior(s) currently being used by the student in order to achieve their desired outcome.

Foundational evidence based practices are ones that can be used most broadly and can generalize across different activities. These are *italicized,* It is strongly recommended that you how to build your understanding/fidelity of use of these first.

This tool should be used to link the skills and behaviors identified as priorities for a student with interventions to be used to learn the skill or increase/decrease the skill or behavior.

Domain: Independence Behavior (CSESA Independence & Behavior Components)

Subdomain: **Organization**

SKILLS/BEHAVIORS	EVIDENCE BASED PRACTICES
☐ Accesses and follows daily schedule ☐ Uses tools to keep track of assignments/work tasks and/or scheduling ☐ Brings appropriate materials to assigned location ☐ Materials/work space are organized ☐ Identifies steps required to complete assigned activities; completes assigned activities ☐ Moves to next destination or next activity on time ☐ Requests/initiates meetings with work groups, staff as appropriate ☐ Other:	Foundational EBP ☐ *Differential reinforcement* ☐ *Prompting* ☐ *Reinforcement* ☐ *Task analysis* ☐ *Time delay* ☐ Parent-implemented intervention ☐ Self-management ☐ Social narratives ☐ Technology aided instruction and intervention ☐ Video modeling/Modeling ☐ Visual supports

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Select and Implement Interventions

https://csesa.fpg.unc.edu/node/456

Select and Implement Interventions

The CSESA intervention materials include intervention manuals, training presentations, webinars, and other intervention materials. All materials can be downloaded from the website. The materials are organized by the CSESA intervention domains: Foundations, Academic, Independence and Behavior, Peer and Social Competence, and Transition and Families, plus a section on general EBPs. There are other (non-intervention) materials including handouts, tip sheets, and conference presentations available throughout the CSESA website under the Families, Professionals, and Researchers sections.

CSESA Foundations

Materials for CSESA Foundations including Goal Attainment Scaling (GAS) and the Secondary School Success Checklist (SSSC)

CSESA Academic

Academic domain components including Alternate Achievement Literacy (AAL) and Collaborative Strategic Reading High School (CSR-HS)

CSESA Independence and Behavior

The independence and behavior domain component, Promoting Responsibility Independence and Self-Management (PRISM)

CSESA Peer and Social Competence

The peer and social competence domain components including Peer Networks, Peer Supports, and Social Competence Intervention – High School (SCI-H).

CSESA Transition and Families

The transition and families domain components including Community and School Resource Mapping (CSRM), Student Involvement in the IEP (SI-IEP), Transition Planning, Transitioning Together, and Work-Based Learning Experiences (WBLE)

CSESA Evidence-Based Practices

Trainings on several of the most-used evidence-based practices for high school students with ASD

Date Created/Modified: ___ / ___ / ___ Student ID: ___ - ____ - _____

Student Planning Menu

After identifying the priority goals for your individual students (from SSSC and GAS goals), A-Team will select the Core CSESA Components and evidence-based practices to best meet identified needs.

	Academics	Peer & Social	Independence & Behavior	Transition & Families
CSESA Core Components	☐ Alternate Achievement Literacy ☐ Collaborative Strategic Reading-High School	☐ Peer Networks ☐ Peer Supports ☐ Social Competence Intervention-High School		☐ Self-Directed IEPs ☐ Work-Based Learning Experiences ☐ Transitioning Together (families)
Evidence-Based Practices Identified for Adolescents with ASD *(can also choose from full list of 27, see linking document)*	☐ Antecedent-based intervention ☐ Peer mediated instruction & intervention ☐ Prompting ☐ Reinforcement ☐ Technology-aided instruction & intervention ☐ Time delay ☐ Other EBP: _____	☐ Antecedent-based intervention ☐ Modeling ☐ Peer mediated instruction & intervention ☐ Prompting ☐ Reinforcement ☐ Scripting ☐ Social Narratives ☐ Social skills training ☐ Task analysis ☐ Technology-aided instruction & intervention ☐ Time delay ☐ Video modeling ☐ Visual supports ☐ Other EBP: _____	☐ Antecedent-based intervention ☐ Cognitive behavioral intervention ☐ Differential reinforcement ☐ Extinction ☐ Functional behavior assessment ☐ Functional communication training ☐ Modeling ☐ Prompting ☐ Reinforcement ☐ Self-management ☐ Social narratives ☐ Video modeling ☐ Visual supports ☐ Other EBP: _____	☐ Antecedent-based intervention ☐ Cognitive behavioral intervention ☐ Differential reinforcement ☐ Extinction ☐ Functional behavior assessment ☐ Functional communication training ☐ Modeling ☐ Prompting ☐ Reinforcement ☐ Self-management ☐ Social narratives ☐ Video modeling ☐ Visual Supports Other EBP: _____

Note: Prior to implementation staff will have received training on CSESA, ASD, GAS, and transition plan (possibly), and teams will complete the Secondary School Success Checklist then scale priority goals.

Interventions	Implementation (Who, When, Where, How?)	Data gathering (Who, How?)	Other
A.		☐ Fidelity ☐ Student Progress	
B.		☐ Fidelity ☐ Student Progress	
C.		☐ Fidelity ☐ Student Progress	
D.		☐ Fidelity ☐ Student Progress	
Resources Needed (technology, visuals, etc.)	A. B. C. D.		

Professional Development Needed	What form (coaching, training, modules, etc.)	For Whom
A.		
B.		
C.		
D.		

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Monitor Progress

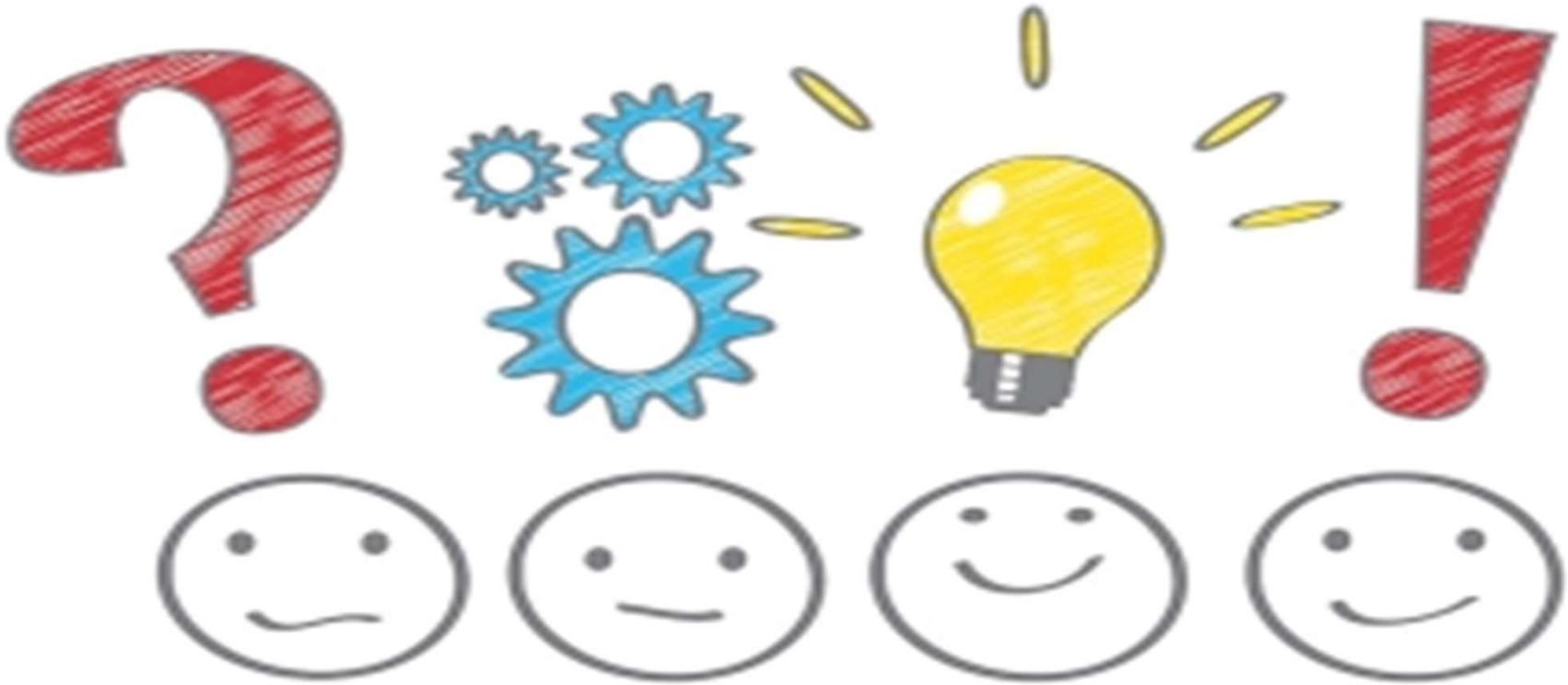
- GAS training is available to help teams think about progress monitoring for annual IEP goals.
- Progress monitoring and data collection sheets are included in CSESA interventions.
- EBP training modules include sample data collection tools.

Challenges implementing student plans in complex school settings.

What Would Be Some Challenges To Implementation in the Real World? Lets talk about possible solutions…

- Time
- High school schedule/structure
- Perceived value of the intervention
- Tendency to revert to what is familiar
- Using parts of intervention and “making it your own”
- Others??

Thoughts or Questions



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