Intervention Planning for High Schoolers with Autism Spectrum Disorder

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

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

www.facebook.com/csesa.asd
Why the emphasis on transition?

- 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

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

Age-Appropriate Transition Assessments
- Needs
- Strengths
- Preferences
- Interests

Write Measurable Postsecondary Goals
- Education/Training
- Employment
- Independent Living, as appropriate

Identify Transition Services
- Instruction
- Related Services
- Community Experiences
- Development of Adult Living Objectives

Write the Course of Study

Coordinate Services with Adult Agencies

Write the Annual IEP Goals

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
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.

**Transition Planning Training Powerpoint**
This is a .pdf of the Transition Planning training powerpoint.
Download: [Transition Planning.final_.pdf](https://csesa.fpg.unc.edu/materials/csesa-transition-and-families)

**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/csessa-foundations
Secondary School Success Checklist
https://cresa.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

<table>
<thead>
<tr>
<th>Skill Evaluation</th>
<th>Priority Ranking</th>
<th>Notes/Examples</th>
</tr>
</thead>
</table>
| **01.** 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 | |
| **02.** 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 | |
| **03.** Brings appropriate materials to assigned location  
  Note: Includes bringing home and turning in homework, bringing supplies to school or community setting | 0 1 2 | |
| **04.** Materials/work space are organized  
  Note: Includes neat paperwork, tidy work space in school/community setting, returns materials to correct location | 0 1 2 | |
| **05.** 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 | |
| **06.** Moves to and arrives at assigned location or activity on time  
  Note: May include within classroom or across school/community | 0 1 2 | |
| **07.** Requests/Initiates meetings with work groups, staff, as appropriate | 0 1 2 | |
| **08.** Other: | 0 1 2 | |


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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?
Select and Implement Interventions

https://csesa.fpg.unc.edu/
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 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/strengths 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 | □ Differential reinforcement |
| □ Uses tools to keep track of assignments/work tasks and/or scheduling | □ Prompting |
| □ Brings appropriate materials to assigned location | □ Reinforcement |
| □ Materials/work space are organized | □ Task analysis |
| □ Identifies steps required to complete assigned activities; completes assigned activities | □ Time delay |
| □ Moves to next destination or next activity on time | □ Parent-implemented intervention |
| □ Requests/initiates meetings with work groups, staff as appropriate | □ Self-management |
| □ Other: | □ Social narratives |

|  | □ Technology aided instruction and intervention |
|  | □ Video modeling/Modeling |
|  | □ Visual supports |
Select and Implement Interventions
https://csesta.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 ES Ps. 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.

<table>
<thead>
<tr>
<th>CSESA Foundations</th>
<th>CSESA Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials for CSESA Foundations including Goal Attainment Scaling (GAS) and the Secondary School Success Checklist (SSSC)</td>
<td>Academic domain components including Alternate Achievement Literacy (AAL) and Collaborative Strategic Reading High School (CSR-HS)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CSESA Independence and Behavior</th>
<th>CSESA Peer and Social Competence</th>
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<table>
<thead>
<tr>
<th>CSESA Transition and Families</th>
<th>CSESA Evidence-Based Practices</th>
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<tbody>
<tr>
<td>The transition and families domain components including Community and School Resource Mapping (CSRM), Student Involvement in the IEP (SHEP), Transition Planning, Transitioning Together, and Work-Based Learning Experiences (WBLE)</td>
<td>Trainings on several of the most-used evidence-based practices for high school students with ASD</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Academic Components</th>
<th>Peer &amp; Social</th>
<th>Independence &amp; Behavior</th>
<th>Transition &amp; Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Strategic</td>
<td>Peer Networks</td>
<td>Antecedent-based intervention</td>
<td>Self-Directed IEPs</td>
</tr>
<tr>
<td>Literacy</td>
<td>Peer Supports</td>
<td>Cognitive behavioral intervention</td>
<td>Work-Based Learning</td>
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<tr>
<td>High School</td>
<td>Social Competence Intervention</td>
<td>Differential reinforcement</td>
<td>Experiences</td>
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<tr>
<td></td>
<td></td>
<td>Extinction</td>
<td>Transitioning Together</td>
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<tr>
<td></td>
<td></td>
<td>Functional behavior assessment</td>
<td>(families)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Functional communication training</td>
<td></td>
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<td></td>
<td></td>
<td>Modeling</td>
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<tr>
<td></td>
<td></td>
<td>Prompting</td>
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<td></td>
<td></td>
<td>Reinforcement</td>
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<td></td>
<td></td>
<td>Self-management</td>
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<td></td>
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<td>Social Narratives</td>
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<td></td>
<td></td>
<td>Video modeling</td>
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<td></td>
<td></td>
<td>Visual supports</td>
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<td></td>
<td></td>
<td>Other EBP: ________________________________________</td>
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Evidence-Based Practices Identified for Adolescents with ASD (where applicable):

- Antecedent-based intervention
- Peer mediated instruction & intervention
- Reinforcement
- Technology-aided instruction & intervention
- Time delay
- 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.
<table>
<thead>
<tr>
<th>Interventions</th>
<th>Implementation (Who, When, Where, How?)</th>
<th>Data gathering (Who, How?)</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td></td>
<td>□ Fidelity</td>
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<td></td>
<td>□ Student Progress</td>
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<tr>
<td>B.</td>
<td></td>
<td>□ Fidelity</td>
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<td>□ Student Progress</td>
<td></td>
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<tr>
<td>C.</td>
<td></td>
<td>□ Fidelity</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>□ Student Progress</td>
<td></td>
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<tr>
<td>D.</td>
<td></td>
<td>□ Fidelity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Student Progress</td>
<td></td>
</tr>
<tr>
<td>Resources Needed (technology, visuals, etc.)</td>
<td>A.</td>
<td>□ Fidelity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B.</td>
<td>□ Student Progress</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C.</td>
<td>□ Fidelity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D.</td>
<td>□ Student Progress</td>
<td></td>
</tr>
<tr>
<td>Professional Development Needed</td>
<td>What form (coaching, training, modules, etc.)</td>
<td>For Whom</td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>B.</td>
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<tr>
<td>C.</td>
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<td></td>
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<tr>
<td>D.</td>
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</tbody>
</table>
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? Let's 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
Acknowledgements

Project Leads

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