

Having a Plan and Sticking to It: Interventions for High Schoolers with Autism

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Goals of the Session

- Highlight key areas of need for high school students with ASD
- Provide links to tools developed by the CSESA team for assessment, planning and implementation
- Demonstrate use of key tools for assessment and planning for interventions

Transition Planning in the IEP

YOU KNOW YOU'RE
AN ADULT WHEN...



YOU DO LAUNDRY BEFORE RUNNING OUT
OF CLEAN UNDERWEAR.

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

Core Skill Areas

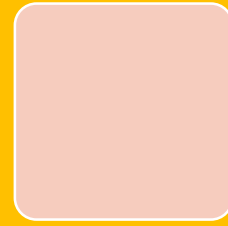
- For promoting successful transitions out of high school and into the real world

Independent Living

Self-Determination

Career & Vocation

Peer Interactions



Independence & Behavior

- Organization, self-regulation, flexibility, self-monitoring



Transition

- Problem solving, goal setting, personal presentation, understanding school and community culture



Social & Peer Relationships

- Social communication, interpersonal communication, emotions, cooperation



Academic (Reading Comprehension)

- Comprehension, activating and applying knowledge

From IEPs to Interventions



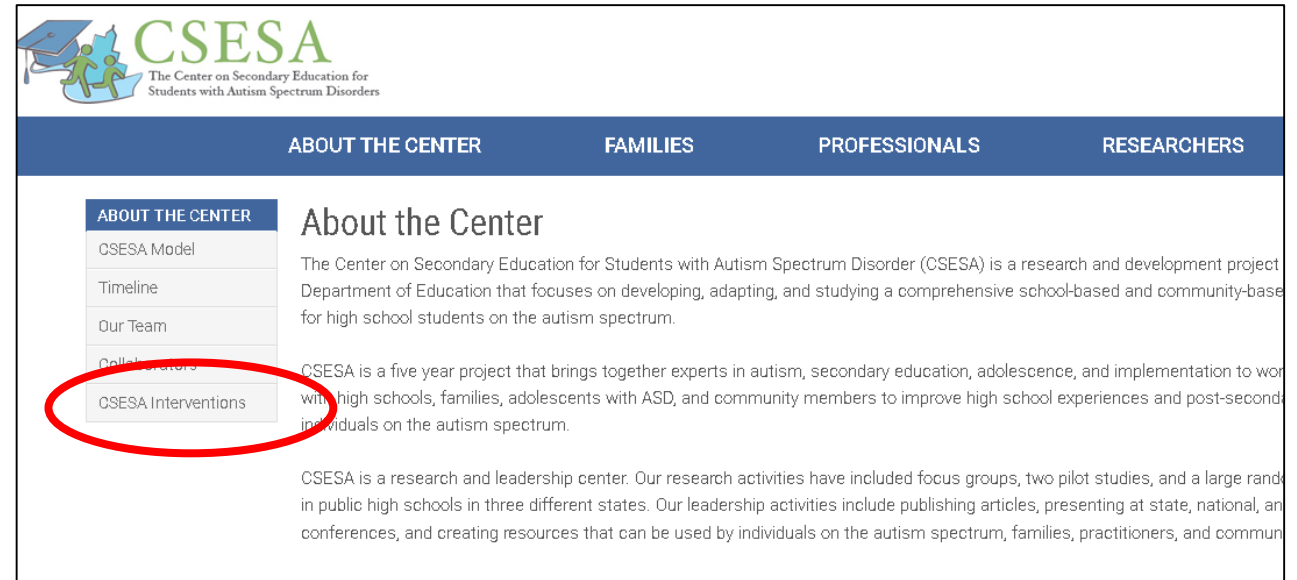
Secondary School Success Checklist (SSSC)

- What?
 - An assessment tool that targets four key areas of need for transition-aged students with ASD
- Who?
 - Can be used by students, families and school staff
- How?

Evaluate skills

Identify priorities

Assessment



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

ABOUT THE CENTER FAMILIES PROFESSIONALS RESEARCHERS

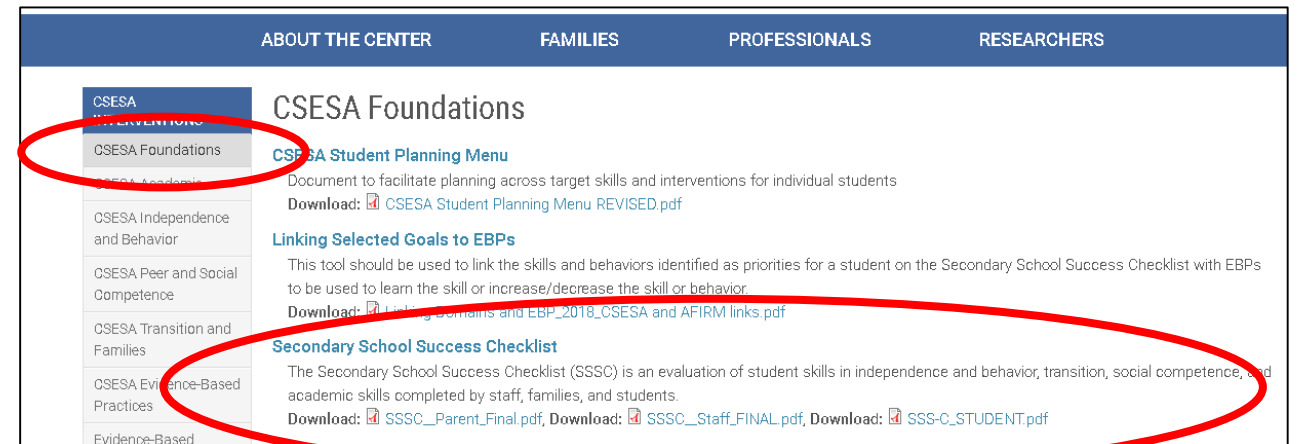
ABOUT THE CENTER About the Center

CSESA Model
Timeline
Our Team
CSESA Interventions
Collaborators

The Center on Secondary Education for Students with Autism Spectrum Disorder (CSESA) is a research and development project Department of Education that focuses on developing, adapting, and studying a comprehensive school-based and community-based for high school students on the autism spectrum.

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CSESA Student Planning Menu
Document to facilitate planning across target skills and interventions for individual students
Download: [CSESA Student Planning Menu REVISED.pdf](#)

Linking Selected Goals to EBPs
This tool should be used to link the skills and behaviors identified as priorities for a student on the Secondary School Success Checklist with EBPs to be used to learn the skill or increase/decrease the skill or behavior.
Download: [Linking Domains and EBP_2018_CSESA and AFIRM links.pdf](#)

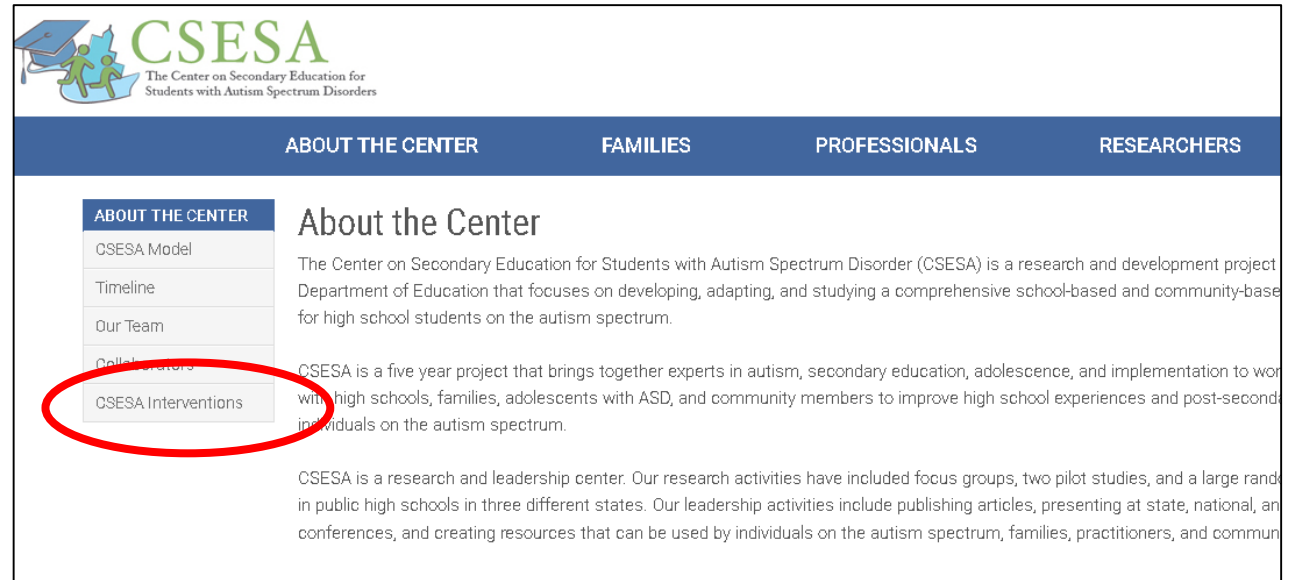
Secondary School Success Checklist
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Download: [SSSC_Parent_Final.pdf](#), **Download:** [SSSC_Staff_FINAL.pdf](#), **Download:** [SSS-C_STUDENT.pdf](#)

Secondary School Success Checklist (SSSC)

 Domain: Independence and Behavior		Success Monitoring & Notes examples)
Subdomain: Organization		Notes/Examples:
Skill Evaluation		Priority Ranking
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A 0=not like student 2=much like student	O1. Accesses and follows daily schedule <i>Note: Format & length may vary based on student needs (e.g. written, objects, pictures, iPad); student refers to it throughout day</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 0=no concern 2=major concern
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	O2. Uses tools to keep track of assignments/work tasks and/or scheduling <i>Note: Format may vary (e.g. planner, calendar, technology, putting information in backpack)</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	O3. Brings appropriate materials to assigned location <i>Note: Includes bringing home and turning in homework, bringing supplies to school or community setting</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	O4. Materials/work space are organized <i>Note: Includes neat paperwork, tidy work space in school/community setting, returns materials to correct location</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	O5. Identifies steps required to complete assigned activities*; completes assigned activities* <i>Note: Includes breaking down larger projects into smaller steps, sequencing steps, listing steps in organizational systems, beginning, and completing assignments</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2 N/O N/A	O6. Moves to and arrives at assigned location or activity on time <i>Note: May include within classroom or across school/community</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0 1 2

Linking Selected Goals to EBPs

- What?
 - An tool that links each goal to evidence-based practices and CSESA interventions
- Who?
 - Case managers/special education teachers
 - Full IEP team (including student!)
- How?
 - Use priorities identified in the SSSC



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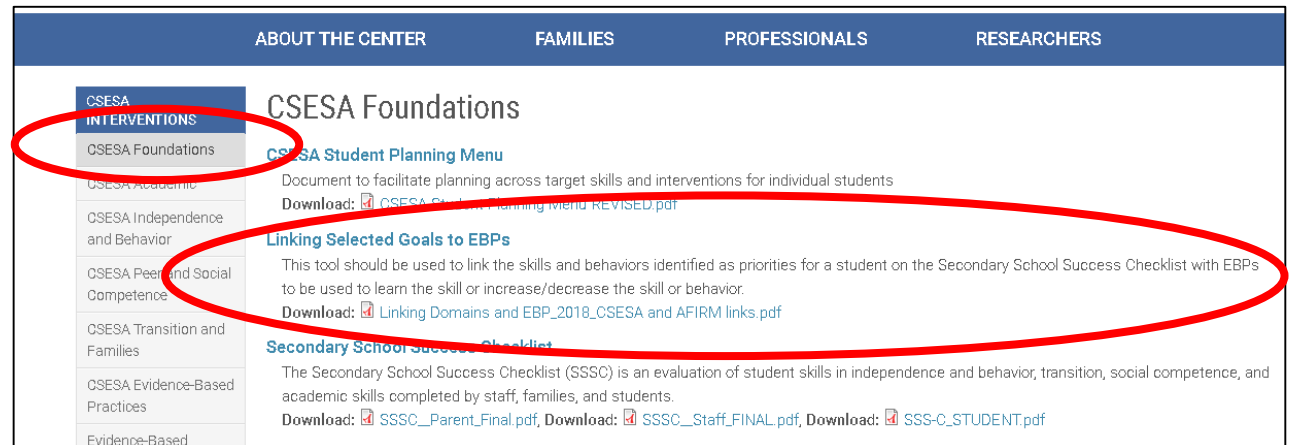
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Planning

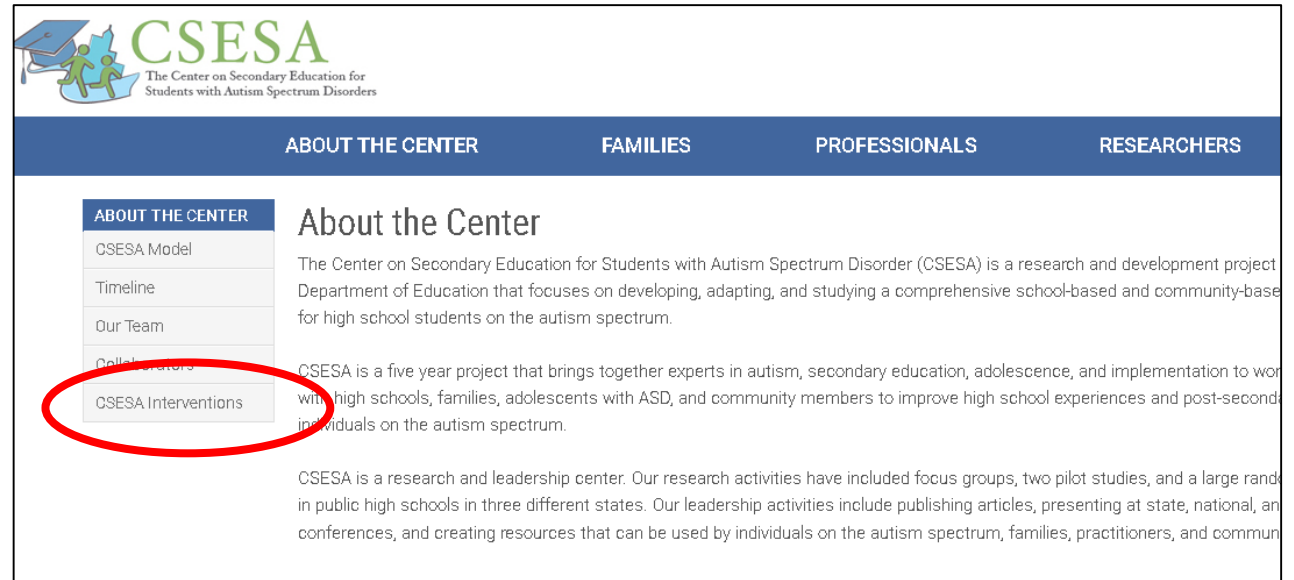
Linking Selected Goals to EBPs

 Domain: Social (CSESA Peer and Social Components)	
Subdomain: Social Communication	
SKILLS/BEHAVIORS	EVIDENCE BASED PRACTICES
<ul style="list-style-type: none"> <input type="checkbox"/> Initiates conversation/interactions with adults consistently <input type="checkbox"/> Initiates conversation/interactions with peers consistently <input type="checkbox"/> Asks on-topic questions during conversation exchange <input type="checkbox"/> Responds to questions during conversation exchange <input type="checkbox"/> Participates appropriately during conversation/interaction <input type="checkbox"/> Maintains appropriate proximity to conversation partner <input type="checkbox"/> Maintains appropriate eye contact <input type="checkbox"/> Selects age & environment appropriate conversation topics <input type="checkbox"/> Ends conversation appropriately <input type="checkbox"/> Other: 	<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;">Foundational EBP</div> <ul style="list-style-type: none"> <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Prompting <input type="checkbox"/> Reinforcement <input type="checkbox"/> Task analysis <input type="checkbox"/> Time delay <input type="checkbox"/> Naturalistic interventions <input type="checkbox"/> Parent-implemented intervention <input type="checkbox"/> Peer-mediated instruction/intervention <input type="checkbox"/> Picture Exchange Communication System <input type="checkbox"/> Pivotal response training <input type="checkbox"/> Response interruption/redirection <input type="checkbox"/> Scripting <input type="checkbox"/> Self-management <input type="checkbox"/> Social narratives <input type="checkbox"/> Social skills training <input type="checkbox"/> Technology aided instruction and intervention <input type="checkbox"/> Video modeling/Modeling <input type="checkbox"/> Visual supports </div>

 Domain: Transition (CSESA Transition & Family Components)	
Subdomain: Problem Solving & Goal Setting	
SKILLS/BEHAVIORS	EVIDENCE BASED PRACTICES
<ul style="list-style-type: none"> <input type="checkbox"/> Seeks help from peer when appropriate <input type="checkbox"/> Seeks help from adults when appropriate <input type="checkbox"/> Identifies/defines a problem in structured and unstructured school/community settings <input type="checkbox"/> Generates possible solutions to problem, selects solution, and carries out solution <input type="checkbox"/> Identifies goals related to life after high school <input type="checkbox"/> Makes choices that match identified college/career goals <input type="checkbox"/> Communicates goals and choices to others at appropriate time <input type="checkbox"/> Tells staff about necessary accommodations/modifications <input type="checkbox"/> Manages free time appropriately <input type="checkbox"/> Other: 	<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;">Foundational EBP</div> <ul style="list-style-type: none"> <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Prompting <input type="checkbox"/> Reinforcement <input type="checkbox"/> Task analysis <input type="checkbox"/> Time delay <input type="checkbox"/> Antecedent-based interventions <input type="checkbox"/> Functional communication training <input type="checkbox"/> Naturalistic interventions <input type="checkbox"/> Parent-implemented intervention <input type="checkbox"/> Peer-mediated instruction/intervention <input type="checkbox"/> Picture Exchange Communication System <input type="checkbox"/> Scripting <input type="checkbox"/> Self-management <input type="checkbox"/> Social narratives <input type="checkbox"/> Social skills training <input type="checkbox"/> Technology aided instruction and intervention <input type="checkbox"/> Video modeling/Modeling <input type="checkbox"/> Visual supports </div>

Student Planning Menu

- What?
 - An tool to plan for implementation
- Who?
 - Case managers/special education teachers
 - Educational team
- How?
 - Identify location and timing of interventions
 - Plan for monitoring



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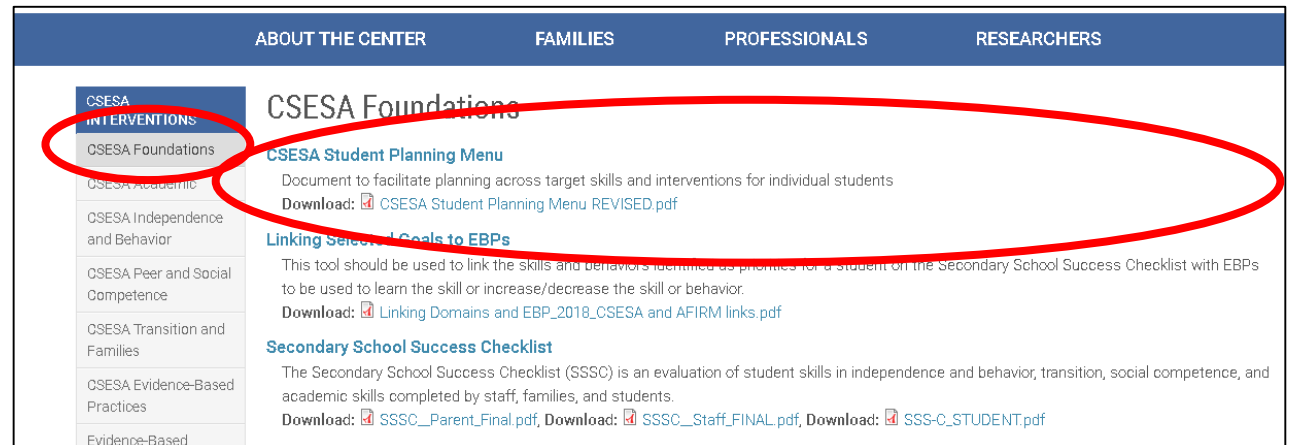
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- Collaborators
- CSESA Interventions**

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Planning

Student Planning Menu

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

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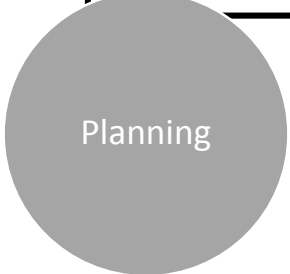
Student Planning Menu

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	<input type="checkbox"/> Alternate Achievement Literacy <input type="checkbox"/> Collaborative Strategic Reading-High School	<input type="checkbox"/> Peer Networks <input type="checkbox"/> Peer Supports <input type="checkbox"/> Social Competence Intervention-High School		<input type="checkbox"/> Self-Directed IEPs <input type="checkbox"/> Work-Based Learning Experiences <input type="checkbox"/> Transitioning Together
Evidence-Based Practices Identified for Adolescents with ASD (can also choose from full list of 27, see link in document)	<input type="checkbox"/> Antecedent-based intervention <input type="checkbox"/> Peer mediated instruction & intervention <input type="checkbox"/> Prompting <input type="checkbox"/> Reinforcement <input type="checkbox"/> Technology-aided instruction & intervention <input type="checkbox"/> Time delay <input type="checkbox"/> Other EBP: _____	<input type="checkbox"/> Antecedent-based intervention <input type="checkbox"/> Modeling <input type="checkbox"/> Peer mediated instruction & intervention <input type="checkbox"/> Prompting <input type="checkbox"/> Reinforcement <input type="checkbox"/> Scripting <input type="checkbox"/> Social Narratives <input type="checkbox"/> Social skills training <input type="checkbox"/> Task analysis <input type="checkbox"/> Technology-aided instruction & intervention <input type="checkbox"/> Time delay <input type="checkbox"/> Video modeling <input type="checkbox"/> Visual supports <input type="checkbox"/> Other EBP: _____	<input type="checkbox"/> Antecedent-based intervention <input type="checkbox"/> Cognitive behavioral intervention <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Extinction <input type="checkbox"/> Functional behavior assessment <input type="checkbox"/> Functional communication training <input type="checkbox"/> Modeling <input type="checkbox"/> Prompting <input type="checkbox"/> Reinforcement <input type="checkbox"/> Self-management <input type="checkbox"/> Social narratives <input type="checkbox"/> Video modeling <input type="checkbox"/> Visual supports <input type="checkbox"/> Other EBP: _____	<input type="checkbox"/> Antecedent-based intervention <input type="checkbox"/> Cognitive behavioral intervention <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Extinction <input type="checkbox"/> Functional behavior assessment <input type="checkbox"/> Functional communication training <input type="checkbox"/> Modeling <input type="checkbox"/> Prompting <input type="checkbox"/> Reinforcement <input type="checkbox"/> Self-management <input type="checkbox"/> Social narratives <input type="checkbox"/> Video modeling <input type="checkbox"/> Visual Supports <input type="checkbox"/> 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 Success Checklist then scale priority goals.

Interventions	Implementation (Who, When, Where, How?)	Data gathering (Who, How?)	Other
A.		<input type="checkbox"/> Fidelity <input type="checkbox"/> Student Progress	
B.		<input type="checkbox"/> Fidelity <input type="checkbox"/> Student Progress	
C.		<input type="checkbox"/> Fidelity <input type="checkbox"/> Student Progress	
D.		<input type="checkbox"/> Fidelity <input type="checkbox"/> 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.			



Implementing Interventions

AFIRM: afirm.fpg.unc.edu

The screenshot shows the AFIRM website interface. At the top left is the AFIRM logo and the text "Autism Focused Intervention Resources & Modules". To the right, there is a "My Account | Logout" link and a message: "You are logged in. Need help? Visit the FAQs section". Below this is a navigation menu with items: "AFIRM Modules", "Learn with AFIRM", "Earn CE Credits", "Selecting EBPs", and "Resources". The main content area is titled "Self-management" in green. Below the title is a sub-header "Self-management" and a blue circle containing the letters "SM". The text describes that self-management teaches learners with ASD to discriminate between appropriate and inappropriate behavior, accurately monitor and record their own behaviors, and reward themselves for appropriate behavior or use of skill. Under "What Will I Learn?", it states that the AFIRM model guides the learner through four lessons to facilitate:

- Learning basic knowledge about self-management (SM).
- Applying SM in activity based scenarios that promote real-world application.

 It also notes that the SM module will take approximately 1.5 to 2 hours to complete and is broken into individual lessons to help guide your learning. At the bottom, there is a section titled "A Case for the EBP" with a sub-header "Why should this evidence based practice #292 be used with learners with ASD?". This section includes a flowchart with four steps: "EBP Basics", "Planning for the EBP", "Using the EBP", and "Monitoring Progress". To the right of this is a table with two columns: "Lesson" and "Time to Complete".

Lesson	Time to Complete
A Case for SM	10 minutes
Lesson 1: Basics of SM	20 minutes
Lesson 2: Planning for SM	25 minutes
Lesson 3: Using SM	25 minutes

Intervention

CSESA: cseesa.fpg.unc.edu

The screenshot shows the CSESA website interface. At the top left is the CSESA logo and the text "The Center for Secondary Education for Students with Autism Spectrum Disorders". To the right, there is a "CSESA LIVE" button and a "LOGIN" link. Below this is a navigation menu with items: "ABOUT THE CENTER", "FAMILIES", "PROFESSIONALS", and "RESEARCHERS". The main content area is titled "CSESA Interventions". On the left side, there is a sidebar menu with items: "ABOUT THE CENTER", "CSESA Model", "Timeline", "Our Team", "Collaborators", and "CSESA Interventions". The "CSESA Interventions" item is circled in red. The main text describes that 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. Below this text are six grid items, each representing a CSESA domain:

- 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 (SCH).
- CSESA Transition and Families**
- CSESA Evidence-Based Practices**

CSESA Intervention Materials

FREE RESOURCES!!!

- Manuals
- Trainings
- Webinars
- Checklists

Intervention

CSESA Transition and Families

Community and School Resource Mapping (CSRM)

Community and School Resource Mapping

This is the manual for Community and School Resource Mapping. It has sample maps.

Download: [Community and Resource Mapping Manual.pdf](#)

Community and School Resource Mapping Training Powerpoint

This is a .pdf version of the Community and School Resource Mapping training powerpoint

Download: [Mapping Training.final_.pdf](#)

Sample CSESA Community Map

This is a sample community map to help get you started.

Download: [CSESA-Community Map.pdf](#)

Sample CSESA Community Map in Spanish

This is a sample community map in Spanish to give you some ideas of how it can be done.

Download: [CSESA Community Map_SPANISH.pdf](#)

Student Involvement in the IEP (SD-IEP)

Student Involvement in the IEP

This is the manual to support Student Involvement in the IEP. It has information about several different curricula.

Download: [Student Involvement in the IEP Manual.pdf](#)

Student Involvement in the IEP Training Powerpoint

This is a .pdf of the Student Involvement in the IEP training powerpoint.

Download: [Student Involvement in the IEP PPT.pdf](#)

Student Involvement in the IEP webinar

This is a webinar for the student-involvement in the IEP intervention in the CSESA model.

Transition and Families - Supplementary Materials

This booklet provides supplementary information on creating student portfolios and a glossary of terms related to transition in high school.

Download: [Transition and Family Supplementary Materials.pdf](#)

What Would Be Some Challenges To Implementation in the Real World?

- 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??

