TOP TIPS FOR DEVELOPING AND IMPLEMENTING WORK-BASED LEARNING OPPORTUNITIES FOR HIGH SCHOOL STUDENTS WITH ASD

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INTRODUCTION

- Co-Principal Investigator of the Center on Secondary Education for Students with ASD
  - Research & Development Center
  - Funded by the Department of Education (IES)
  - http://cresa.fpg.unc.edu/
  - Work developed by our colleagues at UNC-C (PI: Dave Test)

- Purpose: To develop and study a comprehensive high school program for students on the autism spectrum

- Working with 547 adolescents with ASD and their families in 60 high schools across 3 states, as well as 700+ staff members

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In 2012, 50,000 individuals with ASD turned 18 years old in the United States.

(Shattuck et al., 2012)
Full-Time Employment (21-25 Year Olds)

(NLTS2 Study; Roux et al., 2013)
Postsecondary Engagement

- Engagement lower than other disability categories across the board in:
  - Any vocational or technical education: 9.3%
  - Any 2-year college: 28.0%
  - Any 4-year college: 12.1%
  - Any paid employment: 55.1%
  - No participation: 34.9%

(Shattuck et al., 2012)
“These students finish high school and then go and sit on the couch...”
REFLECT ON YOUR EXPERIENCES

- What are your former students/others you know with ASD doing after completing high school?
  - Where are they?
  - What do they do during the day?
  - Who are they connecting with?
  - How would you describe their quality of life?
WHAT CAN WE DO IN HIGH SCHOOL SETTINGS TO IMPROVE OUTCOMES?

- What can we change?
  - Overburdened adult system
  - Disconnect between school and vocational services systems
  - Restrictions around requirements for diplomas
  - Limited family resources

- Today: Focus on malleable factors we can influence in our day-to-day practice
WHAT CAN WE DO IN HIGH SCHOOL SETTINGS TO IMPROVE OUTCOMES?

- Career awareness, occupational courses, paid work experiences, community experiences, and other work-based learning experiences (WBLE) are among the evidence-based predictors of post-school success.

(Test, Mazzotti, et al., 2009; Rowe et al., 2014)
WHAT CAN WE DO IN HIGH SCHOOL SETTINGS TO IMPROVE OUTCOMES?

National Technical Assistance Center on Transition

http://transitionta.org/

Effective Practices and Predictors Matrix
Predictors of Post-School Success

Research-Based Predictors of Positive Educational Outcomes
- Inclusion in general education
- Occupational courses
- Paid employment/work experience
- Transition program
- Vocational education
- Youth autonomy

Research-Based Predictors of Positive Employment Outcomes
- Inclusion in general education
- Occupational courses
- Paid employment/work experience
- Vocational education
- Work study

Research-Based Predictors of Positive Independent Living Outcomes
- Inclusion in general education
- Self-care/Independent living
Helps the student:
- develop relationships,
- learn valuable work skills,
- create a strong work ethic,
- focus on interpersonal skills that will foster a positive work experience,
- increase knowledge of their needs and strengths

(Fast, 2004; Targett, 2006).
Often only considered for students on a modified diploma track

Outcomes bleak across the spectrum
- Employment results for those with high-functioning autism (HFA) are generally much lower than would be expected on the basis of the individual’s intellectual functioning.
- From NLTS2: For students who entered a 4-year college after graduation, less than 20 percent had graduated or were on track to graduate when the study ended.
Goal: Students will complete activities within 2 WBLE experiences each school year
SUGGESTED TIMELINE ACROSS HIGH SCHOOL

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade and Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Exploration</td>
<td>Career Exploration</td>
<td>Service Learning</td>
<td>Service Learning</td>
</tr>
<tr>
<td>Job Shadowing</td>
<td>Job Shadowing</td>
<td>Internship</td>
<td>Internship</td>
</tr>
<tr>
<td>Work Sampling</td>
<td>Work Sampling</td>
<td>Paid Employment</td>
<td>Paid Employment</td>
</tr>
<tr>
<td>Mentoring</td>
<td>Mentoring</td>
<td>Apprenticeship</td>
<td>Apprenticeship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mentoring</td>
<td>Mentoring</td>
</tr>
</tbody>
</table>
“How do I fit WBLE into my student’s schedule?”
TIP #1 FITTING WBLE IN DURING THE SCHOOL DAY

- Academic Strategies Class
- Homeroom Period
- Lunchtime
- Clubs
- Field Trips
- Meetings with Case Manager
- Peer Tutoring
- Service learning hours
- Advisory Period
- Career and Technical Education classes
- Embedded in coursework
- TA Period
- College or Career Fair
- Meeting with College Reps
**English Language Arts Standards** » **College and Career Readiness Standards** » **Speaking and Listening**

**Standard 1:** Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

**Speaking and Listening** » **Recursive Reading Strand:** Students will develop and apply effective communications skills through speaking and active listening.

**9th Grade English I Objectives**
- OAS.9.I.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.

**Research-Identified Employment and Further Education Skill to be Taught:** Use socially acceptable language; show respect for others (Ju, Zhang, & Pacha, 2012)

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<table>
<thead>
<tr>
<th>Most Complex</th>
<th>Least Complex</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Sample Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use appropriate language and grammar when answering the class phone and simulated situations such as dealing with an angry customer or coworker, handling a phone call for which he or she does not know the answer, taking messages, and responding to email.</td>
</tr>
<tr>
<td>Students will use appropriate language and grammar when answering the class phone and simulated situations such as dealing with an angry customer, handling a phone call for which he or she does not know the answer, taking messages, and responding to email.</td>
</tr>
<tr>
<td>Students will use appropriate language and grammar when answering the class phone or greeting class guests.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sample Annual Transition Goals</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will use socially acceptable language and grammar when conducting work-related tasks such as answering email, dealing with angry customers and coworkers, and using the phone.</td>
</tr>
<tr>
<td>Students will use appropriate language when answering a phone and taking messages 4 out of 5 demonstrations.</td>
</tr>
<tr>
<td>Students will use appropriate language when answering the class phone or greeting class guests 4 out of 5 demonstrations.</td>
</tr>
</tbody>
</table>

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**Earning an Income**

Describe the cost versus benefit of choosing at least two different jobs.
TIP #2 CREATING A NEW COURSE

Lakeview High School seniors learn life skills in class

By Magnus Nelson | on March 21, 2017

Inaugural life skills program wraps up at CCHS

By Emily Beckett
Email the author
Published 4:06 pm Tuesday, May 13, 2014
“But all my students want to be video game designers…”
TIP #1 | HELP STUDENTS IDENTIFY THEIR INTERESTS, STRENGTHS, AND SKILLS

- Ongoing transition assessments & survey of student and family preferences
  - [http://transitionta.org/](http://transitionta.org/)
  - [https://transitioncoalition.org/](https://transitioncoalition.org/)
Transition Planning Inventory
Second Edition

How I See Myself

What do people like and admire about you?

My Goals After I Graduate from High School

<table>
<thead>
<tr>
<th></th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Completed Checklist</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

1. Jobs and Job Training - After I graduate from high school, I want to be a:
   - Chef
   - Teacher
   - Mechanic
   - No employment
   - Factory work
   - Counselor
   - Trucker
   - Shuffling work
   - Computer technician
   - Mechanic
   - Retail
   - Work with support
   - Carpenter
   - Administrative Assistant
   - Hospital
   - Other

2. Recreation and Leisure - After I graduate from high school, these are what I will do:
   - Bowling
   - Baseball games
   - ATV
   - Activities with support
   - Weightlifting
   - Hunting
   - Video games
   - Camping
   - Concerts
   - Boating
   - Dancing
   - Swimming
   - Watching videos
   - Roller-skating
   - Movies
   - Other
   - Going to football games
   - Skiing
   - Segregated activities
   - Snowmobiling

* Remember always ask your teacher if you don’t know what a word means.
TIP #2 COLLEGE & CAREER EXPLORATION

- Helping students know what other choices are out there

<table>
<thead>
<tr>
<th>Career Ready</th>
<th>College Ready</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Activities</strong></td>
<td><strong>Student Activities</strong></td>
</tr>
<tr>
<td>• Company Tours/Field Trips</td>
<td>• Go on a campus tour</td>
</tr>
<tr>
<td>• Interview Employers</td>
<td>• Select a dormitory on campus and talk to the Resident Advisor about the rules</td>
</tr>
<tr>
<td>• Career Interest Questionnaires</td>
<td>• Visit the financial aid office at your local college/university</td>
</tr>
<tr>
<td></td>
<td>• Visit disability services</td>
</tr>
</tbody>
</table>
TIP #3 FOCUS ON STEPS TO GET THERE

Lindsey Catherine Lucas
305 Edgewood Avenue | Harris, IA | 51444 | Phone: (212) 123-586-589

EDUCATION
Hillcrest High School, Harris, IA
Graduated: June 2011

Relevant Courses:
- AP Calculus
- English
- Speech 1 and 2
- Tinsley: Chemistry
- Web Design

ACTIVITIES
Hillcrest Band Marching Band, 2011
- Perform in every weekly football game
- Participate in band competitions
- Earned letter in Marching Band, 2013

AWARDS
Best Percussionist - Marching Band, 2011

SKILLS
- Proficient in Microsoft Word and Presentation (2007)
- Work well with others
- Good leader

Job Searching
Job Application Tips for Teenagers
Tips for Teens Completing Job Applications

Search

High School Student Jobs
1000+ High School Student jobs found on Monster.

High School Student Job Overview
High school student jobs tend to be customer service representative.

High School Student Job Education Requirements
High school student jobs do not normally have a required minimum level of education, but they may require certain skills. For instance, a person might need to prove that he or she has certain skills to get a position, like the ability to give change.

DOIYHC
July 06, 2016
You're applying for a summer job or a part-time job for during the school year, your application can make the difference in whether you're hired. Not completing the application thoroughly or legibly can get it tossed into the trash. So can leaving off information.

You start filling out job applications, be...
WHEN CAN CAREER/COLLEGE EXPLORATION ACTIVITIES TAKE PLACE AT YOUR SCHOOL?
How can I use what we already have at my school?
TIP #1 | CONSIDER JOB SHADOWING OR WORK SAMPLING AVAILABLE IN THE SCHOOL

• Shadowing: Student spends extended time in a workplace accompanying an employee in the daily duties of his/her occupation

• Sampling: Student “spends meaningful time in a work environment to learn aspects of potential job task and ‘soft skills’ required in the work place.”

(Luecking, 2009)
TIP #1 | JOBS AROUND THE SCHOOL

- Athletic Trainer
- Nurse
- Psychologist
- Arts-Related (e.g., lighting, sound)
- Custodial Staff
- Paraprofessional
- CTE Experts (e.g., auto mechanic, marketing)
- Coach
- Clerical Staff
- Teacher
- Resource Officer
- Cafeteria Staff
- Data Entry
- Instructional Technology
- Management/Administration
- Grounds Crew
- Counseling
TIP #1 | ACTIVITIES FOR JOB SHADOWING OR WORK SAMPLING

Interview
Surgeon
Dr. Greg May

Q: What do you do at your job?
A: "Well, I interview my patients to find out what their problem is. I also look at their background information. Then I perform surgery to fix their problems. But, mainly I do surgeries. I have them lined up one after another."

Q: What do you have to do in order to get your job?
A: "It's a lot of hard work. I went to college in Atlanta. I graduated from University of Miami school of Medicine. I also had to do 7 years of residency at Emory University Hospital. It drove me crazy."

Q: What do you like the most and least about your job?
A: "What I like the most is that I get to make the most out of my patients. You get to see them happy and healthy and it just makes me feel good inside. What I like the least is having to wake up 2 or 3 o'clock in the morning to an emergency call. That's really tiring."

What I learned about being a:

setting:

education:

I would be good for this job because:

I would not fit this job because:

A question I have about this job is:

For me, this job is:
(homtage) 1 2 3 4 5 6 7 8 9 10 (perfect)

Another job I am interested in:
TIP #2 | CAPITALIZE ON AVAILABLE SERVICE LEARNING ACTIVITIES

- Student engages in hands-on volunteer service to the community
  - The volunteer service integrates with course objectives
  - The learning process is structured to provide time for reflection on the service experience and demonstration of the skills and knowledge required

Service-Learning Implementation

Each school will develop a strategy to ensure that all students can fully participate in service-learning projects during their years in high school. For the graduating classes of 2016, 2017, 2018, 2019 ONLY schools can choose from among the following options:

- One classroom-integrated service-learning project + 25 individual service hours
- Two classroom-integrated service-learning projects + 15 individual service hours
- Three classroom-integrated service-learning projects
**TIP #2 | SERVICE LEARNING IDEAS**

**Clubs**
- Service-oriented clubs – e.g., Key Club, Beta Club
- Interest-oriented clubs – e.g., Amnesty International, Environmental Club

**Courses**
- Select a service learning course as an elective – e.g., teacher cadet,
- Courses with service component – e.g., auto, horticulture

**Community**
- Community events/organizations - Blood drive, election registration, clothing drive, food bank, Habitat
- Complete a volunteer match application (volunteermatch.org)
TIP #2 | SERVICE LEARNING EXAMPLES
TIP #3 | OFFER TO SUPPORT EXISTING OR ONGOING INITIATIVES

• Social worker - needs
  • E.g., Backpacks with food for the weekend or holidays

• Existing committees and initiatives
  • E.g., Sunshine committee, PSAs during certain months/weeks

• Existing school-based enterprises
  • E.g., coffee cart, athletic apparel sales
CHALLENGE #4

“I’m so sick of recycling!”
TIP #1 | INCORPORATE STUDENT INTERESTS AND CHOICE

- Use list of existing school jobs and resources as menu of options
- Preference assessments
- Connecting with preferred classes or teachers

<table>
<thead>
<tr>
<th>Work Task Preference Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
</tr>
<tr>
<td>Washing Tables</td>
</tr>
<tr>
<td>Washing Tables</td>
</tr>
<tr>
<td>Washing Tables</td>
</tr>
<tr>
<td>Cleaning Lamination</td>
</tr>
<tr>
<td>Cleaning Lamination</td>
</tr>
<tr>
<td>Dry Erase Board</td>
</tr>
</tbody>
</table>

Most preferred to least:
- Sorting Silverware – 3
- Cleaning Lamination – 2
- Dry Erase Board – 1
- Washing Tables – 0
TIP #2 | USE ROTATIONS TO PROVIDE A VARIETY OF EXPERIENCES

- Rotations within curriculum assistance or occupational preparation course
- Have 3-4 week rotations through different jobs during work time

<table>
<thead>
<tr>
<th>Activity</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up &amp; Check-In</td>
<td>PowerSchool</td>
<td></td>
<td></td>
<td></td>
<td>PowerSchool</td>
</tr>
<tr>
<td>Whole Group</td>
<td>Study Skills</td>
<td>Social Skills</td>
<td>Study Skills</td>
<td>Social Skills</td>
<td>Study Skills</td>
</tr>
<tr>
<td>Small Group 1</td>
<td>Transition</td>
<td>Math</td>
<td>CSR</td>
<td>Independent Work</td>
<td>Office Filing/Mail</td>
</tr>
<tr>
<td>Small Group 2</td>
<td>Library</td>
<td>Transition</td>
<td>Math</td>
<td>CSR</td>
<td>Independent Work</td>
</tr>
<tr>
<td>Small Group 3</td>
<td>Independent Work</td>
<td>Laundry, Athletics</td>
<td>Transition</td>
<td>Math</td>
<td>CSR</td>
</tr>
<tr>
<td>Wrap-Up</td>
<td></td>
<td></td>
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</tbody>
</table>
TIP #3 | USE EBPS TO TEACH MORE COMPLEX WORK TASKS

- Task analysis
- Visual supports
- Self-management
- Promoting
- Reinforcement

Cleaning Bases

1. Supplies in basket:
   - 4 large rags
   - 1 window cleaner
   - 1 surface cleaner

2. Ask Brian “What task do I start on?”

3. Clean Bases: If task ismultitask, I can choose unithese boxes.

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Box 1</th>
<th>Box 2</th>
<th>Box 3</th>
<th>Box 4</th>
<th>Box 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean yellow strip</td>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
<tr>
<td>Clean lights above seats</td>
<td><img src="image6.png" alt="Image" /></td>
<td><img src="image7.png" alt="Image" /></td>
<td><img src="image8.png" alt="Image" /></td>
<td><img src="image9.png" alt="Image" /></td>
<td><img src="image10.png" alt="Image" /></td>
</tr>
<tr>
<td>Clean stop sign</td>
<td><img src="image11.png" alt="Image" /></td>
<td><img src="image12.png" alt="Image" /></td>
<td><img src="image13.png" alt="Image" /></td>
<td><img src="image14.png" alt="Image" /></td>
<td><img src="image15.png" alt="Image" /></td>
</tr>
<tr>
<td>Clean walls next to seats</td>
<td><img src="image16.png" alt="Image" /></td>
<td><img src="image17.png" alt="Image" /></td>
<td><img src="image18.png" alt="Image" /></td>
<td><img src="image19.png" alt="Image" /></td>
<td><img src="image20.png" alt="Image" /></td>
</tr>
<tr>
<td>Clean silver handrails</td>
<td><img src="image21.png" alt="Image" /></td>
<td><img src="image22.png" alt="Image" /></td>
<td><img src="image23.png" alt="Image" /></td>
<td><img src="image24.png" alt="Image" /></td>
<td><img src="image25.png" alt="Image" /></td>
</tr>
<tr>
<td>Clean black frames around windows and wipe handle</td>
<td><img src="image26.png" alt="Image" /></td>
<td><img src="image27.png" alt="Image" /></td>
<td><img src="image28.png" alt="Image" /></td>
<td><img src="image29.png" alt="Image" /></td>
<td><img src="image30.png" alt="Image" /></td>
</tr>
<tr>
<td>Clean all mirrors</td>
<td><img src="image31.png" alt="Image" /></td>
<td><img src="image32.png" alt="Image" /></td>
<td><img src="image33.png" alt="Image" /></td>
<td><img src="image34.png" alt="Image" /></td>
<td><img src="image35.png" alt="Image" /></td>
</tr>
<tr>
<td>Clean area behind driver seat</td>
<td><img src="image36.png" alt="Image" /></td>
<td><img src="image37.png" alt="Image" /></td>
<td><img src="image38.png" alt="Image" /></td>
<td><img src="image39.png" alt="Image" /></td>
<td><img src="image40.png" alt="Image" /></td>
</tr>
<tr>
<td>Get 4 new rags</td>
<td><img src="image41.png" alt="Image" /></td>
<td><img src="image42.png" alt="Image" /></td>
<td><img src="image43.png" alt="Image" /></td>
<td><img src="image44.png" alt="Image" /></td>
<td><img src="image45.png" alt="Image" /></td>
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</tbody>
</table>

Food Lion Bagging Rules

- Is it chicken?
  - If YES, put in blue bag BY ITSELF.

- Is it other kinds of meat? If YES, put in blue bag. You can put up to 6 other meat items in the blue bag (NO chicken).

- Is it a cold item? If YES, put in blue bag.

- Is it bread? If YES, then put in a bag BY ITSELF or ON TOP.

- Is it eggs? If YES, then put in a bag BY ITSELF or ON TOP.
“Are these experiences really making a difference?”
TIP #1 | INCORPORATE ASSESSMENTS AND REFLECTIONS INTO WBLE

- Data collection
- Evaluations
- Self assessments
- Videos too!
- Personal reflections
TIP #2 | PUT TOGETHER A STUDENT PORTFOLIO

- Used as part of transition assessment process, for IEP meetings and job interviews
TIP #2 | USE TECHNOLOGY TO SUPPORT STUDENT ASSESSMENTS AND REFLECTIONS

- Electronic portfolios
  - Learner Journey
  - Google Docs
  - Dropbox

- Videos to communicate
  - Animotos
FIND CSESAA

- [http://csesa.fpg.unc.edu/](http://csesa.fpg.unc.edu/)

- [www.facebook.com/csesa.asd](http://www.facebook.com/csesa.asd)
CSESA RESOURCES

- **Professional Development Series**
  - 2 presentations with video, facilitator notes, activities, and handouts
  - Designed for middle & high school general educators

- **Understanding Autism Guide**
CSESA RESOURCES

- Autism-at-a-Glance Series
  - Tips for families & practitioners
- Teen Talking to Teens

- Special Issue in Remedial and Special Education Journal
  - Autism, Adolescence, & High School
  - Articles and Snapshots
TEACHING SKILLS REQUIRED FOR WBLE

◆ Use Evidence-Based Practices
  ◆ 27 identified in a recent report by the National Professional Development Center (NPDC) housed at UNC-Chapel Hill

◆ Online modules released by Autism-Focused Internet Modules (AFIRM)

(Wong et al., 2014)
In progress:

- Updating the previous review (1990-2011) to include most recent research (2012-2017)
- Identify new evidence-based practices

In the future:

- Update AFIRM modules

We need you!

- Looking for reviewers to help update literature
- Looking for partners to fund next steps
TOP TIPS FOR DEVELOPING AND IMPLEMENTING WORK-BASED LEARNING OPPORTUNITIES FOR HIGH SCHOOL STUDENTS WITH ASD