



What We've Learned From You:

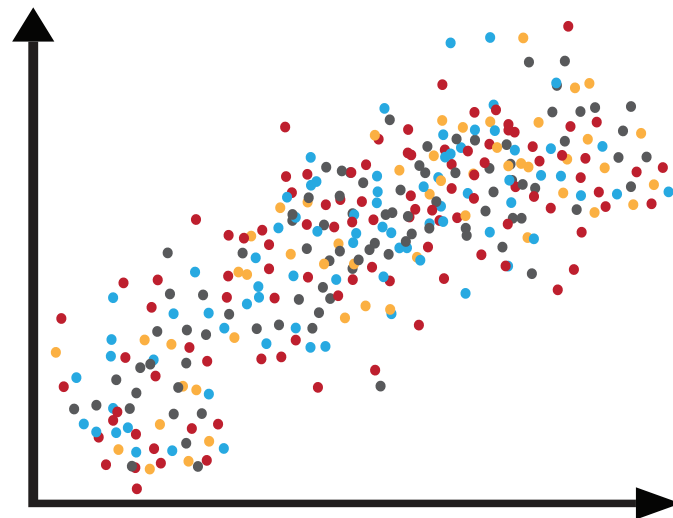
High School Students on the Autism Spectrum and Their Families

The CSESA Project is the largest intervention study of high school students on the autism spectrum, with 547 students on the autism spectrum and their families participating.

This information is a snapshot of who the students are and what students, families, and teachers are experiencing.*

AUTISM

One of the unique aspects of the CSESA project is that students across the whole autism spectrum are included. We are learning about a broad range of students and their families.



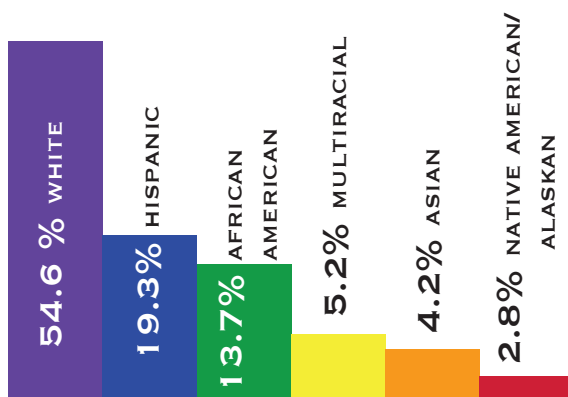
AGES: 13-20
AVERAGE AGE: 16

13.5%
FEMALE

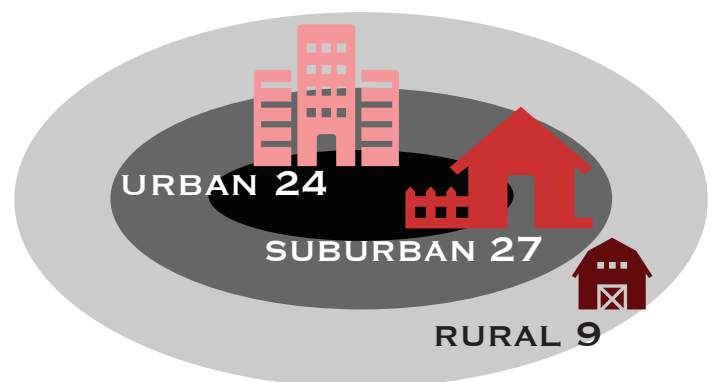


GENDER

86.5%
MALE



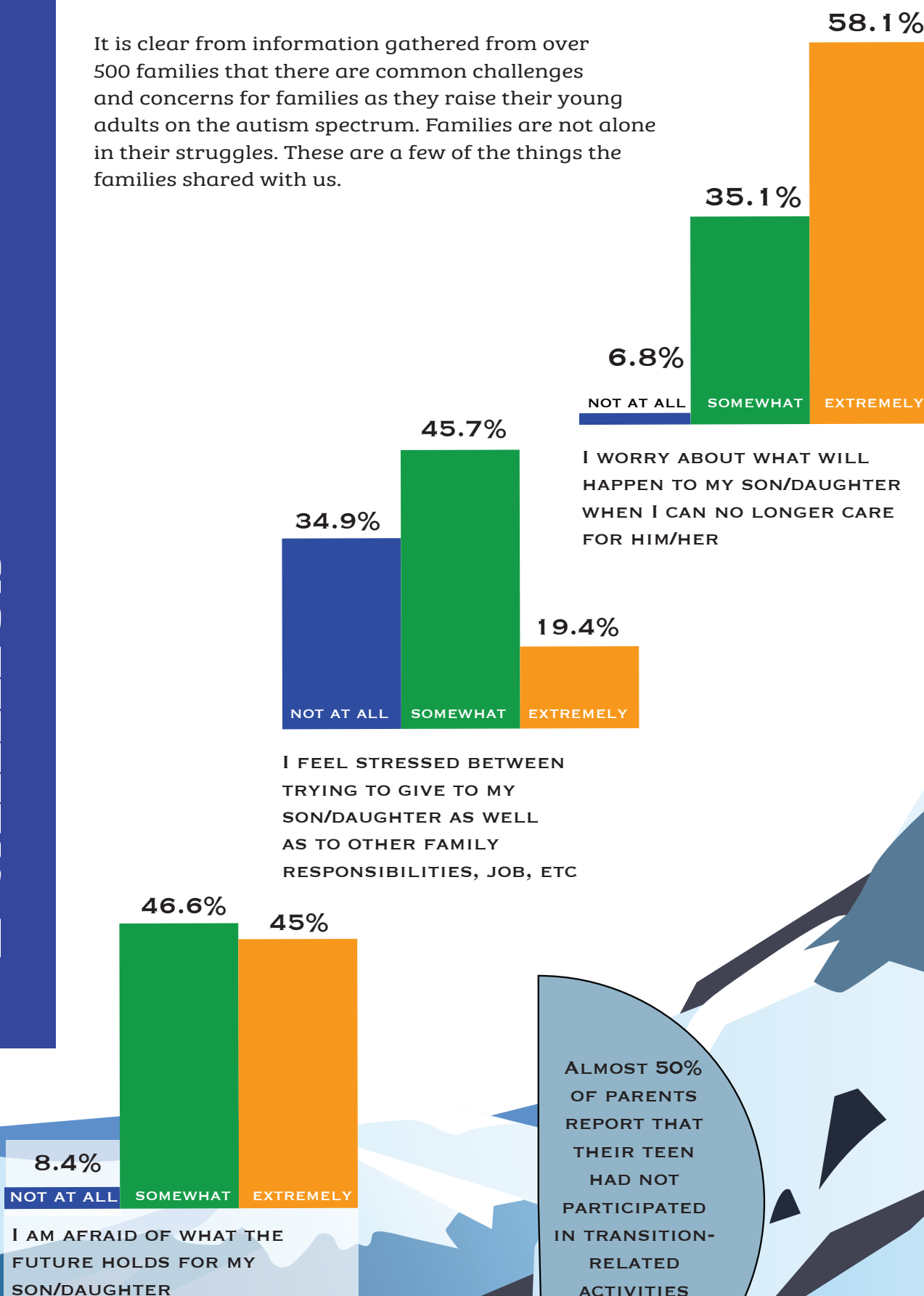
DIVERSITY



LOCALE OF SCHOOLS

Concerns Facing Families

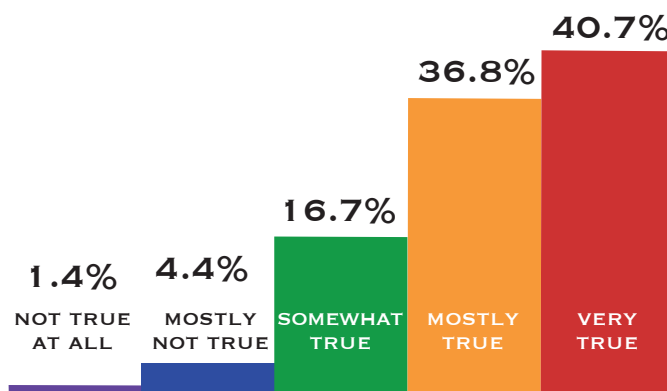
It is clear from information gathered from over 500 families that there are common challenges and concerns for families as they raise their young adults on the autism spectrum. Families are not alone in their struggles. These are a few of the things the families shared with us.



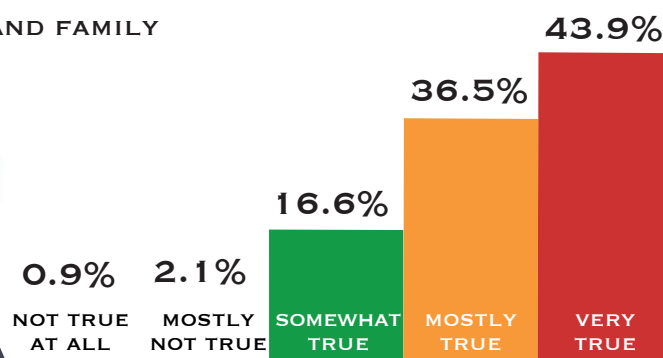
Teens and Families Overcome Challenges

Despite the common challenges and concerns, families and teens continue to make progress and have success. Families are strong advocates for their teens. Teens, families, and teachers report a number of areas of strength for this group of students with ASD.

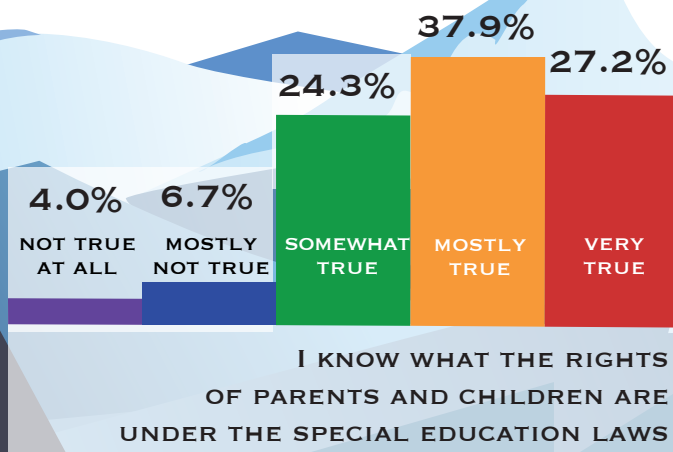
Here are some highlights of the hard work and successes of the families.



WHEN NECESSARY, I TAKE THE INITIATIVE IN LOOKING FOR SERVICES FOR MY CHILD AND FAMILY



I MAKE SURE I STAY IN REGULAR CONTACT WITH PROFESSIONALS WHO ARE PROVIDING SERVICES TO MY CHILD



I KNOW WHAT THE RIGHTS OF PARENTS AND CHILDREN ARE UNDER THE SPECIAL EDUCATION LAWS

87% OF PARENTS REPORT THEIR TEEN HAD PARTICIPATED IN AT LEAST 1 SOCIAL ACTIVITY WITH PEERS IN THE PAST MONTH

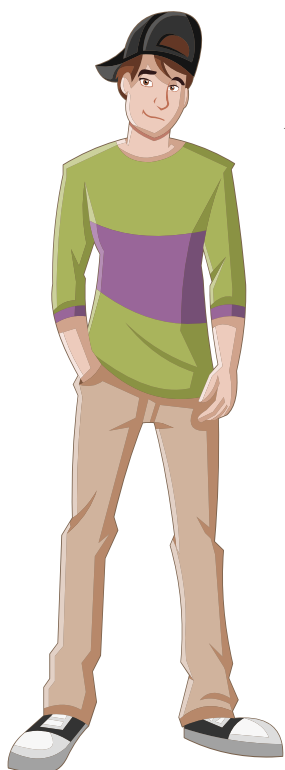


Top 5 Priorities

We used the Secondary Skills Success Checklist (SSSC) to gather information from teens, families, and teachers about needs and priorities for students on the autism spectrum.

Below is a list of the top priorities for each of the three groups of responders. You can see that there is a lot of common ground between families, teachers, and the teens.

Students



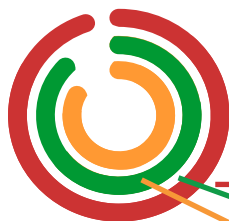
- HAVE IDEAS ABOUT GOALS AFTER HIGH SCHOOL
- COMPLETE ASSIGNMENTS
- NAVIGATE HIGH SCHOOL CAMPUS
- BRING MATERIALS TO CLASS
- KEEP TRYING DURING HARD TASK

Parents

- COMPLETE ASSIGNMENTS
- LISTEN TO OTHERS DURING INTERACTIONS
- SOLVE PROBLEMS IN CLASS
- ASK TEACHERS FOR HELP
- ASK TEACHERS FOR CLARIFYING INFORMATION

Teachers

- KEEP TRYING DURING HARD TASK
- ASK TEACHERS FOR HELP
- LISTEN TO OTHERS DURING INTERACTIONS
- ASK TEACHERS FOR CLARIFYING INFORMATION
- HAVE IDEAS ABOUT GOALS AFTER HIGH SCHOOL



TOP REASONS STUDENTS ARE USING TECHNOLOGY AT SCHOOL

- 95% TO LOOK THINGS UP
- 91% TO TYPE THINGS UP
- 84% TO RELAX AT LUNCH AND DURING BREAKS

98% OF STUDENTS USE TECHNOLOGY AT SCHOOL

- 87% SAY IT MAKES LEARNING EASIER
- 85% SAY IT MAKES LEARNING FUN



*This information is from the [beginning of the project](#) before the CSESA staff worked with students and teachers at many of the schools.

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