PREPARING STUDENTS WITH ASD FOR LIFE AFTER HIGH SCHOOL: LESSONS FROM THE FIELD

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University of North Carolina, Chapel Hill
Agenda

- Center on Secondary Education for Students with ASD
  - Large Scale CRCT in 60 high schools
- Setting the stage
  - Adolescents with ASD
  - Post Secondary Outcomes
- Strategies and interventions
  - Assessment Process
  - Work Based Learning & Experiences
  - Peer Mediated Intervention
Objectives

- Describe current needs of high school students on the autism spectrum and how CSESA was designed to meet those needs

- Identify several evidence-based practices integral to the CSESA model for use with high school students with ASD
  - Assessment
  - Work Based Learning Experiences
  - Peer Mediated Instruction

- Describe HOW to implement up to three CSESA intervention components with students with ASD who are accessing standard diploma programs
About CSESA

- Research & Development Center
- Funded by the Department of Education (IES)
- Purpose: To develop and study a comprehensive high school program for students on the autism spectrum
Center on Secondary Education for Students with ASD (CSESA)

To improve post-secondary outcomes for students by using high quality professional development and evidence-based interventions to support practitioners, families, and students.
Original CSESA Collaborators
Find CSESA

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

www.facebook.com/csasa.asd
Setting the Stage: Adolescents with ASD
Lifespace in ASD

- Lifespace of individuals with ASD drastically altered during transition stages of adolescence and adulthood
  - School structure/demands
  - Termination of school-based services
  - Onset of employment
  - Transition from parental home to independent/residential life

- Stressful for caregivers as well

(Schroeder et al., 1996; Seltzer et al., 2003, 2004)
Post-Secondary Outcomes

- Very few individuals with ASD:
  - Go to college
  - Get married
  - Live independently
  - Have competitive employment

(Billstedt et al., 2005; LeBlanc et al., 2008; Ormond et al., 2004; Seltzer et al., 2004)
Relationships

- Greater loneliness in adolescents with ASD

- Of all groups of students with any type of impairment, high school students with ASD are the least likely to see friends outside of school

(Bauminger & Kasari, 2000; NLTS-2 website; Orsmont et al.; 2004; Seltzer et al., 2004)
Summary

- There are positive changes into adolescence (and adulthood) for individuals with ASD

- HOWEVER, abilities are rarely translating to optimal real-world outcomes for this population

Recognizing and addressing needs of individuals with ASD as they age is critical, not only to those individuals but to schools, families, communities, and society as a whole
Intervene: CSES A Domains

- Partner with teams at each of 60 high schools
- Provide ongoing training and coaching in the implementation of specific interventions along with associated evidence-based practices
- Plan the implementation across a 2-year-period
CSESA Domains

- Peer & Social Competence
- Transition & Families
- Peer Networks & Peer Supports
- Work Based Learning Experiences
What can we do in high school settings to improve outcomes?

- National Technical Assistance Center on Transition
  - http://transitionta.org/
What can we do in high school settings to improve outcomes?

- PROFESSIONAL DEVELOPMENT
  - Training and Coaching
- ASSESSMENT
  - School & Student
- PLANNING
  - Building a Team & Selecting Goals/Interventions
- IMPLEMENTATION
  - CSESA Interventions
- OUTCOMES
  - Improved School and Student Outcomes
What can we do in high school settings to improve outcomes?

Multi-informant assessment of transition-related skills and skill importance in adolescents with autism spectrum disorder

Kara Hume¹, Jessica Dykstra Steinbrenner¹, John Sideris², Leann Smith³, Suzanne Kucharczyk⁴ and Kate Szidon³
## Assessment


**Domain: Independence and Behavior**

### Subdomain: Organization

<table>
<thead>
<tr>
<th>Skill Evaluation</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>01. Accesses and follows daily schedule</strong>&lt;br&gt;Note: Format &amp; length may vary based on school, objects, pictures, iPad; student refers to it through calendar.</td>
<td>□</td>
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<tr>
<td><strong>02. Uses tools to keep track of assignments</strong>&lt;br&gt;Note: Format may vary (e.g., planner, calendar, information in backpack)</td>
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<tr>
<td><strong>03. Brings appropriate materials to assignments</strong>&lt;br&gt;Note: Includes bringing home and turning in assignments to school or community setting</td>
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<tr>
<td><strong>04. Materials/work space are organized</strong>&lt;br&gt;Note: Includes neat paperwork, tidy work space before, returns materials to correct location</td>
<td>□</td>
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<tr>
<td><strong>05. Identifies steps required to complete assigned activities</strong>&lt;br&gt;Note: Includes breaking down larger projects into manageable pieces, completing assignments in an organized fashion</td>
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<tr>
<td><strong>06. Moves to and arrives at assigned location</strong>&lt;br&gt;Note: May include within classroom or across campus</td>
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<td><strong>07. Requests/Initiates meetings with appropriate</strong>&lt;br&gt;Note:</td>
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<td><strong>08. Other:</strong></td>
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</tr>
</tbody>
</table>

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### Example: This one is already filled out. One grey box is checked and one white box is checked.

<table>
<thead>
<tr>
<th>Skill</th>
<th>This is NOT like me.</th>
<th>This is sort of like me.</th>
<th>This is very much like me.</th>
<th>I have not had a chance to try this.</th>
<th>Not sure</th>
<th>I would NOT like to learn this.</th>
<th>I would sort of like to learn this.</th>
<th>I really want to learn this.</th>
<th>I already know how to do this.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I play many different video games.</td>
<td>□</td>
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<td>☑</td>
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</tbody>
</table>

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### CESA Assessment Rubric

1. Read each skill.
2. Choose only one answer in the grey boxes that best describes you today.
3. Then choose one answer in the white boxes that best describes how much you want to learn the skill.

### Example: This one is already filled out. One grey box is checked and one white box is checked.

<table>
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<th>I really want to learn this.</th>
<th>I already know how to do this.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I keep track of my homework and turn it in on time.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td>□</td>
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</tr>
<tr>
<td>2. I bring everything I need to my classes.</td>
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<td>□</td>
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<td>□</td>
<td>□</td>
<td>□</td>
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</tr>
<tr>
<td>3. I ask teachers for help if I need it during class.</td>
<td>□</td>
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<td>□</td>
<td>□</td>
<td>□</td>
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<td>□</td>
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</tr>
<tr>
<td>4. When I have a problem in class I can figure out a solution.</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td>□</td>
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<td>□</td>
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</tr>
<tr>
<td>5. I look clean when I go to school.</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td>□</td>
<td>□</td>
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</tr>
<tr>
<td>6. I talk with other students about things they like.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</tr>
</tbody>
</table>
What can we do in high school settings to improve outcomes?

- **Intervene:** 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.

(Tests, Mazzotti, et al., 2009; Rowe et al., 2014)
Why WBLE?

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).
WBLE are for **all** students

- 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.
Work Based Learning Experiences

Goal: Students will complete activities within 2 WBLE experiences each school year

- Career Exploration
- Job Shadowing
- Work Sampling
- Internships
- Service Learning
- Mentoring
- Apprenticeships
- Paid Employment

(Luecking, 2009)
Suggested Timeline Across High School

- **9th Grade**
  - Career Exploration
  - Job Shadowing
  - Work Sampling
  - Mentoring

- **10th Grade**
  - Career Exploration
  - Job Shadowing
  - Work Sampling
  - Mentoring

- **11th Grade**
  - Service Learning
  - Internship
  - Paid Employment
  - Apprenticeship
  - Mentoring

- **12th Grade and Beyond**
  - Service Learning
  - Internship
  - Paid Employment
  - Apprenticeship
  - Mentoring
Challenge #1

“How do I fit work-based learning into my student’s schedules?”
TIP 1: FITTING IT INTO THE SCHOOL DAY

- Academic Strategies Class
- Homeroom Period
- Lunchtime
- Clubs
- Meetings with Case Manager
- Service learning hours
- After school
- Field Trips
- Career and Technical Education classes
- Embedded in coursework
- TA Period
- College or Career Fair
- Advisory Period
- Meeting with College Reps
TIP 2: CREATING A NEW COURSE

Lakeview High School seniors learn life skills in class

By Meghan Wiseman | Mar 20, 2017

Inaugural life skills program wraps up at CCHS

By Emily Beckett
Email the author

Published 4:06 pm Tuesday, May 13, 2014

More than 200 Chilton County High School ninth graders (pictured in Tiger Stadium at CCHS on Tuesday) went through a Positive Life Skills program this semester, which was offered through the SPAN Program of Chilton County in conjunction with the Department of Youth Services. Pictured with the students are program leader Teal Dick, director of the Alabama Family Resource Center; Chilton Juvenile Probation Officer George Ramsey; Chilton County District Court Judge Rhonda Hardesty; CCHS Vice Principal D.J. Nix; and Jacob Knight, owner of The UPS Store in Clanton.
“But all my students want to be video game designers...”
TIP 1: HELP STUDENTS IDENTIFY THEIR INTERESTS, STRENGTHS, AND SKILLS

- Ongoing transition assessments and survey of student and family preferences
  - SSSC
  - [http://transitionta.org](http://transitionta.org)
  - [https://tagg.ou.edu/tagg/](https://tagg.ou.edu/tagg/)
  - [https://transitioncoalition.org](https://transitioncoalition.org)
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>• Job Application</td>
<td>• Visit the financial aid office at your local college/university</td>
</tr>
<tr>
<td>• Career Interest Questionnaires</td>
<td>• Visit disability services</td>
</tr>
</tbody>
</table>
TIP 3: FOCUS ON STEPS TO GET THERE
Reflect on your experiences

- When can career/college exploration activities take place in your setting?
Challenge #3

“How can I use what we already have at my school/community?”
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
- Resource Officer
- Coach
- Custodial Staff
- Paraprofessional
- CTE Experts (e.g., auto mechanic, marketing)
- Teacher
- Management/Administration
- Cafeteria Staff
- Clerk/Staff
- Instructional Technology
- Arts-Related (e.g., lighting, sound)
- Psychologist
- Counselor
- Grounds Crew
- Data Entry
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:

<table>
<thead>
<tr>
<th>setting:</th>
<th>education:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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: (horrible) 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
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)
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
TIP 3: USE EBPS TO TEACH MORE COMPLEX WORK TASKS

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

Food Lion Bagging Rules

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

2. 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).

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

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

5. Is it eggs? If YES, then put in a bag BY ITSELF or ON TOP.
CHALLENGE #5

“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

- Career Inventories
- Job Applications
- Resumes
- Personal Reflections
- Work Evaluations
- Photos
TIP 3: USE TECHNOLOGY TO SUPPORT STUDENT ASSESSMENTS AND REFLECTIONS

- Electronic portfolios
  - Learner Journey
  - Google Docs
  - Dropbox
- Videos to communicate
  - Animotos
What can we do in high school settings to improve outcomes?

- National Technical Assistance Center on Transition
- [http://transitionta.org/](http://transitionta.org/)
Peer Mediated Intervention involves training peers as interventionists, such as initiating social interaction, providing academic support (e.g., peer tutoring), and serving as responsive social partners for students with ASD.
PMI ARE FOR **ALL** STUDENTS

- Often only considered for students on a modified diploma track
  - Almost a quarter of students (22.5%) did not have any social interactions with peers at school during the two week period and almost two thirds (62.8% of students) did not have any regular social partners.
  - Over two thirds of students never had interactions with peers without disabilities (68.8% of all students).
WHY PMI?

I didn’t think I was going to become so close to this person, but I did, which is cool.

I never understood how social students with disabilities really are. Getting to know Justin has really opened my eyes to my peers with disabilities.

I have a better understanding of Kristine. I know she is smart and has a distinct personality. I feel like I know how to interact with anyone who has a disability.

I didn’t think I was going to become so close to this person, but I did, which is cool.
FIND CHAMPIONS AT THE SCHOOL
SCHOOL CHAMPIONS: STAFF

- Move beyond special education staff
- Staff with a personal interest in ASD
- Personal friends
- Staff with high social capital
- Club facilitators
SCHOOL CHAMPION: STAFF

- Help recruit peers
- Help recruit staff
- Spread the word about the benefits
- Help organize groups
- Help facilitate group

What is a peer network?
- A peer network is created when 4-5 students are partnered together and they socialize. Together they form a peer network.

What does a peer network look like?
- Hanging out together before or after school and having conversations just like you would with any other friend.
- Eating lunch together, talking about your day, talking about what you are going to do over the weekend...

Why create peer networks?
- Have fun!
- Make other peer feel comfortable and included
- Meet new people

How can you help other people feel included?
- Say “hi” to your network members in between classes
- Walk with students in your network to their classes
- Hangout with students in your network before or after school or during lunch
- Other suggestions?

What is your role as a peer partner?
- Be kind!
- Make other people feel comfortable and included
- Help students learn the “rules of the road”!

Questions for the Experts!
- What are the social customs at your high school?
- How can we help other students learn those social customs?
- What should you do if you see someone in your network getting bullied?
- What if someone asks you a question about a member in your peer network?

Benefits of being in a peer network:
- Meet new people
- Talk with people who have similar interests as you
- Help make school more welcoming for everyone
SCHOOL CHAMPIONS: STUDENTS

- Look for leadership or service-oriented groups/clubs
- Engage students who are already connected with students with ASD
- High social capital
FIND WHERE INTERACTIONS ARE ALREADY HAPPENING AND FORMALIZE THEM
Clubs that interest students with ASD (e.g. anime, Harry Potter, games, movies)

Sports teams with student managers
COMMON INTERESTS
IN THE CLASSROOM

- Classes that attract students with ASD
- Classes that allow for collaboration
JUMP IN ON EXISTING SCHOOL INITIATIVES: (E.G. ANTI-BULLYING CAMPAIGNS)
CREATE NEW SCHOOL INITIATIVES
LINK TO TRANSITION RELATED GOALS
How can our students help to make your job easier while gaining valuable job skills?

The team in Room 220 is looking for school-based job opportunities for our students and wants to help you do your job! Our students can:

- Copy
- Collate
- Cut laminating
- Shred
- Stamping
- Staple/hole punch
- Make deliveries on campus
- Sort mail/stuff mailboxes
- Clean (e.g. tables, bookshelves in media center, floors, lockers)
- Package items/stuff envelopes
- Do/fold laundry (for foods, athletics, etc.)
- Wash dishes
- Shelf books or office supplies
- Water plants
- Recycle/trash
- Collecting library books
- Any other ideas you have- we’re open!

We would love re-occurring jobs that we could put in our weekly schedule but we would happily take one-time jobs too. All students will be well supported by staff and jobs will be completed quickly and accurately!

Please contact Ms. Char Rhinehalt in Room 220- stop by or email: crhinehalt@wcpss.net with your job ideas!

We’re great workers and would love an opportunity from you!
MICROENTERPRISE

• Ensure campus businesses include students with and without disabilities
TIPS:
TOUT THE BENEFITS FOR EVERYONE INVOLVED
TIPS:
BE CREATIVE IN YOUR GROUPINGS/PAIRING
TIPS: MAKE ACTIVITIES FUN!
FAVORITE ACTIVITIES

- Jenga (add questions)
- Apples to Apples
- Catch Phrase
- Uno*
- Last Word
- UnGame
- Headbanz
- Quick Cups*
- Suspend*
- Cranium
- Cooking*
- Crafts (tie dye, banners)*
TIPS:
USE TECHNOLOGY TO MAKE THINGS EASIER
TIPS:

EMPHASIZE CONNECTIONS HAPPENING OUTSIDE OF THE GROUP/CLASS
TIPS:

BELIEVE IN THE CAPACITY OF HIGH SCHOOL STUDENTS!
CSESA RESOURCES

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

- Understanding Autism Guide

![Understanding Autism Professional Development Curriculum:](image-url)

![Understanding Autism: A Guide for Secondary School Teachers](image-url)
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 ADDITIONAL SKILLS

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

![The National Professional Development Center on Autism Spectrum Disorder](https://afirm.fpg.unc.edu/afirm-modules)

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

https://afirm.fpg.unc.edu/afirm-modules

(Wong et al., 2014)
<table>
<thead>
<tr>
<th>Antecedent-based Intervention (ABI)*</th>
<th>Naturalistic Intervention (NI)</th>
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<tr>
<td>Cognitive Behavioral Intervention (CBI)**</td>
<td>Parent-implemented Intervention (PII)</td>
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<td>Differential Reinforcement of Alternative, Incompatible, or Other Behavior (DRA/I/O)</td>
<td>Peer-mediated Instruction and Intervention (PMII)*</td>
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<td>Discrete Trial Teaching (DTT)*</td>
<td>Picture Exchange Communication System (PECS)*</td>
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<td>Exercise (ECE)*</td>
<td>Pivotal Response Training (PRT)</td>
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<td>Extinction (EXT)</td>
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<td>Functional Behavior Assessment (FBA)*</td>
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<td>Functional Communication Training (FCT)</td>
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<td>Modeling (MD)*</td>
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<td>Self-management (SM)*</td>
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<td>Social Narratives (SN)*</td>
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<td>Social Skills Training (SST)*</td>
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<td>Previously Social Skills Groups</td>
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<td>Structured Play Group (SPG)**</td>
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<td>Task Analysis (TA)*</td>
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<td></td>
<td>Technology-aided Instruction and Intervention (TAII)** Previously Computer Aided Instruction and Speech Generating Devices</td>
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<td>Time Delay (TD)*</td>
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<td>Video Modeling (VM)</td>
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<td>Visual Support (VS)*</td>
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</tbody>
</table>

(Wong et al., 2014)
EBPS related to increased independence/adaptive behavior for high school aged students

(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
PREPARING STUDENTS WITH ASD FOR LIFE AFTER HIGH SCHOOL: LESSONS FROM THE FIELD

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