Evidence Based Practices for K-12 Students with ASD
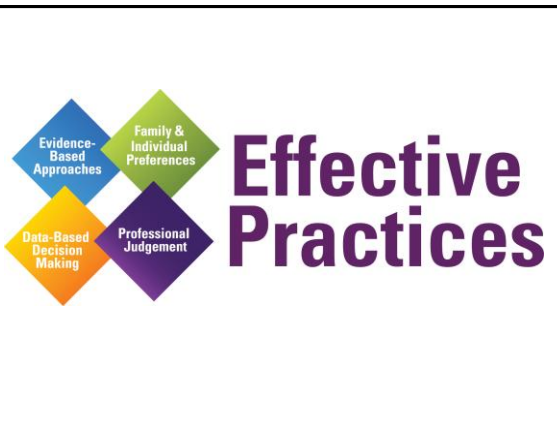
Michigan Association for Administrators of
Special Education (MAASE)
October 9, 2012

Maureen Ziegler & Amy Matthews
GVSU/START Project

START
STatewide Autism Resources & Training
www.gvsu.edu/autismcenter

START Primary Components

Training & Coaching

Resources

EFFECTIVE PRACTICE

Collaboration & Networking

Evidence-Based Approaches

Family & Individual Preferences

Data-Based Decision Making

Professional Judgement

Effective Practices

Where do we get information about evidence-based approaches?

START

- National Research Council Report
  – National Academies Press (www.nap.edu)

- National Autism Center
  – National Standards Project (www.nationalautismcenter.org)

- National Professional Development Center on ASD (NPDC)
  – Evidence-Based Practice Briefs (autismpdc.fpg.unc.edu/)

- Ohio Center on Autism and Low Incidence (OCALI)
  – AIM website (www.autisminternetmodules.org)

NSP – NPDC Comparison Chart

Overlap Between Evidence-Based Practices Identified by the National Professional Development Center (NPDC) on ASD and the National Standards Project (NSP)

Evidence-Based Practices identified by the National Professional Development Center (NPDC) on ASD	Antecedent Package	Behavioral Package	Story-based Intervention Package	Modeling	Naturalistic Teaching Strategies	Peer Training Package	Pivotal Response Treatment	Schedules	Self-Management	Comprehensive Behavioral Treatment for Young Children	Joint Attention Intervention
Prompting	X			X						The NPDC on ASD did not review comprehensive treatment models. Components of The Comprehensive Behavioral Treatment of Young Children overlap with many NPDC-identified practices.	The NPDC on ASD considers joint attention to be an outcome rather than an intervention. Components of joint attention interventions overlap with many NPDC-identified practices.
Antecedent-Based Intervention	X										
Time delay	X										
Reinforcement		X									
Task analysis		X									
Discrete Trial Training		X									
Functional Behavior Analysis		X									
Functional Communication Training		X									
Response Interruption/Redirection		X									
Differential Reinforcement		X									
Social Narratives			X								
Video Modeling				X							
Naturalistic Interventions					X						
Peer Mediated Intervention						X					
Pivotal Response Training							X				
Visual Supports								X			
Structured Work Systems								X			
Self-Management									X		
Parent Implemented Intervention	The NSP did not consider parent-implemented intervention as a category of evidence-based practice. However, 24 of the studies reviewed by the NSP under other intervention categories involve parents implementing the intervention.										
Social Skills Training Groups	Social Skills Training Groups (Social Skills Package) was identified as an emerging practice by the NSP.										
Speech Generating Devices	Speech Generating Devices (Augmentative and Alternative Communication Device) was identified as an emerging practice by the NSP.										
Computer Aided Instruction	Computer Aided Instruction (Technology-based Treatment) was identified as an emerging practice by the NSP.										
Picture Exchange Communication	Picture Exchange Communication System was identified as an emerging practice by the NSP.										
Extinction	Extinction (Reductive Package) was identified as an emerging practice by the NSP.										

National Professional Development Center on Autism Spectrum Disorders

Evidence-based Practices by Age Group

Evidence-based Practice	Early Childhood (2-5 yrs.)	Elementary (6-12 yrs.)	Middle School (13-15 yrs.)	High School (16-21 yrs.)
Behavioral Intervention Strategies				
1. Prompting				
2. Reinforcement				
3. Task analysis and chaining				
4. Time delay				
5. Computer-aided instruction				
6. Discrete trial training (DTT)				
7. Naturalistic interventions				
8. Parent-implemented interventions				
9. Peer-mediated instruction/intervention (PMII)				
10. Picture exchange communication system (PECS)				
11. Pivotal response training (PRT)				
Positive Behavioral Support Strategies				
12. Functional behavior assessment (FBA)				
13. Stimulus control				
14. Response interruption/redirection				
15. Functional communication training (FCT)				
16. Extinction				
17. Differential reinforcement (DRA/I/O/L)				
18. Self-management				
19. Social narratives				
20. Social skills training groups				
21. Speech generating devices (SGD)/VOCA				
22. Structured work systems				
23. Video modeling				
24. Visual supports				

Blue shading indicates that the studies making up the evidence base for the practice included children and youth from these age groupings.

Disclaimer: The review completed by the NPDC on ASD was not exhaustive. It is possible that evidence exists for unshaded areas that was not identified.

National Professional Development Center on ASD
03/19/2009

Slide 1

START

Evidence-Based Practices from NPDC

Independence
- Self-management
- Structured work systems

Social
- Peer-mediated intervention
- Social skills training groups

Motivation
- Functional behavior assessment
- Functional communication training

Behavioral
- Discrete trial training (DTT)
- Differential reinforcement
- Extinction
- Prompting
- Reinforcement
- Response interruption/redirection
- Stimulus control
- Task analysis
- Time delay

Slide 2

START

Evidence-Based Practices from NPDC

Communication
- Speech generating devices
- PECS

Technology
- Computer-aided instruction

Parent
- Parent-implemented interventions

Visual
- Visual supports
- Video modeling
- Social narratives

Natural environment
- Pivotal Response Training (PRT)
- Naturalistic interventions

Slide 3

SIGN UP!

AUTISM INTERNET MODULES
Linking research to real life.

About AIM
Module List
Help

EMAIL

PASSWORD

Log in

AIM Introduction Movie
Learn more about AIM by watching the introduction movie.

PLAY MOVIE

START

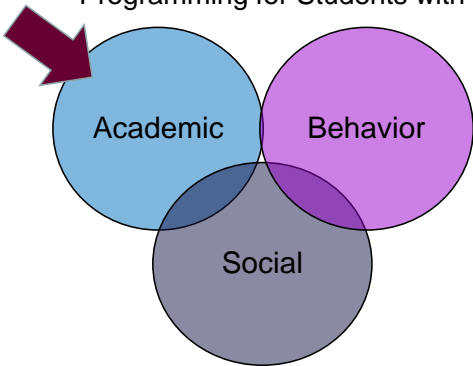All students in public education should have access to scientifically based practices (NCLB, 2001).

START

Two Primary Goals for Students with ASD

Independent Skills

Socialization Skills

Programming for Students with ASD

Academic

Behavior

Social

Academic Systems

General Education Classroom/Curriculum

Output of Student With Autism

Differentiated Output Hierarchy

Individualization and Independence

Grading Matrix

General Education Classroom/Curriculum

Individualized Differentiated Output Provides An Opportunity for Students with Autism to Engage with the General Education Curriculum

Utilizing General Education Classroom/Curriculum as a Medium of Exchange

Connecting Output Skills to the General Education Demands

1. Spend Time in General Education to Understand the Curriculum Demands
2. Know Each Students Academic Skills
3. Matching the Curriculum Demands to the Students Academic Skill Development
4. Supports for students with ASD in General Education settings must have knowledge of Students Output Method and Academic Skill Development
5. Consultation Skills Must be Developed in Teachers
6. A teacher driven model

Differentiated Output Hierarchy

- Open Ended

- Visual Organization Strategy

- Closed Strategy

- Choice Strategy

- Yes/No Strategy _____

___

Romeo and Juliet
Lesson 9
Handout 16

Name_____

Date_____

Two Street Murders on a Hot, Hot Day in Verona

Use the following questions to examine the events in Verona to discover the truth about the deaths of Mercutio and Tybalt.

1. Who are the first people in the street?

2. Who is the first to approach a member of an opposing group?

3. Who is the first to mention fighting?

4. What does Benvolio suggest?

5. What actually stops an immediate fight between Tybalt and Mercutio?

6. How does Tybalt approach Romeo?

7. How does Romeo respond?

8. How does Mercutio react?

9. What does Romeo do when Mercutio and Tybalt are fighting?

10. What is the result of that?

___

Romeo and Juliet
Lesson 9
Handout 16

Name_____

Date_____

Two Street Murders on a Hot, Hot Day in Verona

Use the following questions to examine the events in Verona to discover the truth about the deaths of Mercutio and Tybalt.

1. **Who** are the first people in the street?
   The first people in the street are _____ and _____.

2. **Who** is the first to approach a member of an opposing group?
   The first to approach a member of an opposing group is _____.

3. **Who** is the first to mention fighting?
   The first to mention fighting is _____.

4. **What** does Benvolio suggest?
   Benvolio suggests _____.

5. **What** actually stops an immediate fight between Tybalt and Mercutio?
   _____ actually stops an immediate fight between
   Tybalt and Mercutio.

6. **How** does Tybalt approach Romeo?
   Tybalt approached Romeo by _____.

7. **How** does Romeo respond?
   Romeo responds by _____.

8. **How** does Mercutio react?
   Mercutio's reaction is _____.

9. **What** does Romeo do when Mercutio and Tybalt are fighting?
   Romeo _____.

10. **What** is the result of that?
    The result is _____.

Shakespeare's World

Questions on textbook pp. 983-985

Shakespeare lived in England during a time when there was a renewed interest in science, commerce, philosophy and the arts called _____.

One reason that theater was so well accepted was because it was available to rich and _____ class people.

The Globe, the theater built by the Lord Chamberlain's Men was a _____ story structure, that had a raised story _____ as a stage in the center. Most of the audience stood in a place called the _____. These people paid _____ for their admission. Rich theatergoers paid more to sit in the _____.

How did the audience know when and where a scene took place? The audience knew when and where a scene took place by _____ _____ .

ANSWER BANK

platform

working

three

a penny

props, sound effects and lines of dialogue

pit

balconies

Renaissance

Romeo and Juliet   Name_____
Lesson 9
Handout 16   Date_____

Two Street Murders on a Hot, Hot Day in Verona

Use the following questions to examine the events in Verona to discover the truth about the deaths of Mercutio and Tybalt.

1. Who are the first people in the street?
2. Who is the first to approach a member of an opposing group?
3. Who is the first to mention fighting?
4. What does Benvolio suggest?
5. What actually stops an immediate fight between Tybalt and Mercutio?
6. How does Tybalt approach Romeo?
7. How does Romeo respond?
8. How does Mercutio react?
9. What does Romeo do when Mercutio and Tybalt are fighting?
10. What is the result of that?

Answer Bank:

Tybalt

Benvolio and Mercutio

Mercutio

Called him "villain"

Tybalt stabs Mercutio under Romeo's arm

Go somewhere to fight

Romeo coming onto the scene

I love you, but can't tell you why, you don't know me... good-bye

Upset that Romeo won't fight, so he calls Tybalt a "rat catcher"

Steps between them, facing Mercutio

Romeo and Juliet   Name_____
Lesson 9
Handout 16   Date_____

Two Street Murders on a Hot, Hot Day in Verona

Use the following questions to examine the events in Verona to discover the truth about the deaths of Mercutio and Tybalt.

The first people in the street are Benvolio and Tybalt.

True
False

The first to approach a member of an opposing group is Tybalt.

True
False

The first to mention fighting is Mercutio.

True
False

Benvolio suggests going somewhere else to fight.

True
False

Juliet coming onto the scene actually stops an immediate fight between Tybalt and Mercutio.

True
False

Tybalt approached Romeo by calling him a "villain."

True
False

Romeo responds by saying, "I do not like you."

True
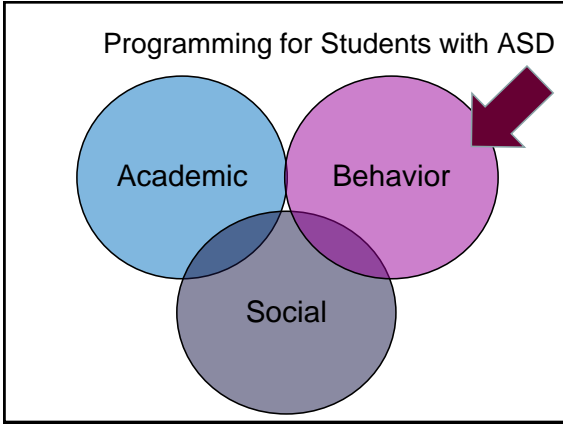False

Purpose of Individualized Differentiated Output

Curriculum Engagement at Student Output Level

Organize a Disorganized student

Engagement with Same Curriculum as Peers

Work to Potential - Challenge

Evolves as Student Progresses

Dead Poet's Society

Cut the Clutter

Provides Opportunity for Interaction with the Curriculum

Individualize Output Level of the Student

Grading Matrix

Name: Matt   Caseload Teacher : Jones   General Education Teacher(s): Smith, Regie, Tye, Scott   Grade: 10th   Year: 2009/2010

Subject	Pass-Fail (PF) or Letter (L) Grade	Accommodations (e.g., small groups, extended time, alternative site, etc.)	Differentiated Output Hierarchy (e.g., reduced content, choice format, etc.)		Other Criteria to Determine Grade (e.g., attendance, participation, etc.)
English/Language Arts 10	Marking Period — L Semester — PF	P-Touch – Closed Paraprofessional Support for Modifications directed by ELA Teacher Internet used for projects	Open Ended		Vocab. – Definition with a Word Bank – 7/ 20 Words Novel Exams – Choice Essay Questions – Delete DVD of all books read in class at home.
			Visual Organization		
			Closed Strategy	X	
			Choice Strategy	X	
			Yes/No Strategy	X	
			Reduced Content	X	
Chemistry	Marking Period — L Semester — PF	P-Touch Calculator Select Peer Grouping for all lab activities. (Group 2 Jon and Karen or Group 4 Kelly and Greg)	Open Ended		Matt will use calculator for all formulas Each Lab assignment color-coded with visuals Choice Strategy for all assessments
			Visual Organization		
			Closed Strategy	X	
			Choice Strategy	X	
			Yes/No Strategy		
			Reduced Content	X	
History 10	Marking Period — L Semester — PF	P-Touch – Choice Computer used to complete assignments Group discussion/Matt's interest areas highlighted	Open Ended		Long term projects will be completed through internet Extreme interest in History Highlighter tape will be used to show the answer in book
			Visual Organization		
			Closed Strategy		
			Choice Strategy	X	
			Yes/No Strategy		
			Reduced Content	X	
Algebra II	Marking Period — L Semester — PF	P-Touch Paraprofessional Support Select Peer Grouping for all group activities (Mark and Brian)	Open Ended		Assessments and Assignments will be presented in choice strategy Matt will use computer to determine comprehension
			Visual Organization		
			Closed Strategy		
			Choice Strategy	X	
			Yes/No Strategy	X	
			Reduced Content	X	

Guardian Signature(s) _____ _____ Student Signature _____

General Ed Teacher(s) _____ _____ Caseload Teacher _____

Programming for Students with ASD

Academic

Behavior

Social

Behavior:
Do these look familiar?

Biting   Self-injury   Tantrums

Crying

Throwing   Hitting   Off task

Disruption

Not following directions   Spitting

Yelling   Sliding out of the chair

"Behavior"
is not the issue in autism. It is
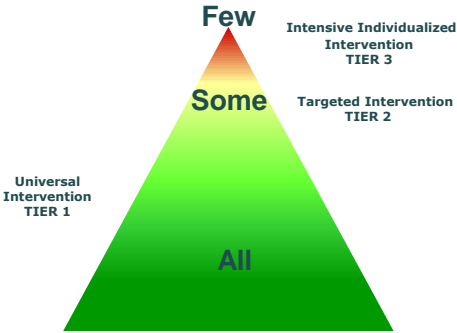*a by-product, the end result*
of autism.

~Ros Blackburn

Systems Level Behavior Supports

Understanding a Multi-Tiered Model of Support

Few — Intensive Individualized Intervention TIER 3

Some — Targeted Intervention TIER 2

Universal Intervention TIER 1

All

Universal Supports for Students with ASD

Universal Supports are those methods and practices that have been shown to be critical for all or most students with ASD to improve their learning and behavior.

If we want to move away from putting out fires, then we need to put systems and practices in place to set a foundation for all other programming.

A good foundation allows more teaching to happen. Problem behaviors will still occur, but at a lower level and less often and students will know there is a predicable system in place which will help them get through the behavior more successfully.

For Example…

What does almost every student with ASD need?

Most students with ASD will need some kind of schedule. Having a schedule is "universal." The schedule might look different for each student.

Universal Supports: In Sum

Applied to students with ASD, Universal Supports involve the implementation of classroom or building-level evidence-based supports and strategies effective for the vast majority of students with ASD.

Universal Supports Assessment and Planning Tool (USAPT)

- Guiding Principles
- Parent and Family Support
- Team Process
- Educational Strategies and Supports
- Visual and Organizational Supports
- Functional Communication System
- Adult Supports
- Peer Supports
- Positive Behavior Interventions and Supports

www.gvsu.edu/autismcenter

Targeted Behavior Supports

Positive Behavior Interventions and Supports

What is Behavior?

All behavior is COMMUNICATION

All behavior serves a FUNCTION

How do you respond?

ADDRESSING BEHAVIOR

Understand the Autism

| PREVENT | TEACH | RESPOND |

It isn't rocket science. It's all about implementation.

Preventing Behavior

- Use visuals to support activities (charts, rules, social facts books, first-then charts, schedules)
- Make activities fun, engaging, and motivating
- Incorporate student interests within activities
- Incorporate choices within activities
- Schedule movement activities interspersed with sitting
- Pair adults with preferred activities
- Shorten the length of activities
- Increase reinforcement for positive behavior (ratio 5:1)

Teaching Replacement Skills

- Teach Coping Skills
  - Relaxation
  - Anger management
  - Waiting
  - Cognitive-behavioral strategies

- Teach Alternative Behaviors

Teaching Replacement Skills

- Teach Functional Communication
  - "I need help"
  - "I need a break"
  - "I want to be alone"
  - "I want _____"
  - "Play with me"
  - "Look at me"
  - "What's next?"
  - " "It's too loud/ I'm over-stimulated"
  - "I'm under-stimulated/ bored"

STÄRT Responding/Consequences

- Have a set plan (written plans are more likely to be implemented)
- Attention for appropriate behavior or incompatible behavior
- Redirection
- Use a quiet, calm voice and provide minimal verbal directions (use visual supports, if needed)
- Reward and/or response-costs system
- Do NOT offer the child preferred items following the behavior
- Do NOT provide reinforcing sensory activities immediately following the behavior (hugs, squeezes, rubbing the back, etc.)

Intervention for Nick

The purpose of Nick's behavior
"I don't want to go to language arts"
"I want to draw"
"I don't understand what's happening, where am I going now? When do I get to draw again?"

Prevention Strategies	Teaching Strategies	Response Strategies
• Provide warnings before the transition (countdown cards, verbal cue) • Store drawing materials in a personalized space • Incorporate drawing into language arts • Provide a schedule showing Nick when he gets to draw • Use first-then	• Teach Nick to request ("1 more minute, please") • Teach Nick to set timer for 1 more minute when it is time to transition • Teach Nick to use schedule • Teach Nick how to scan drawings into typed stories	• Praise when he transitions successfully • Set up reward system to earn extra drawing time for completing work • Review schedule and redirect to task

Matching the Response to the Behavior: Common Issues

1. Student doesn't UNDERSTAND the task/ activity
2. Student doesn't LIKE the task/activity
3. Student wants an item that's not available
4. Student is easily upset by mistakes or something that is not "right"
5. Student has difficulty with transition from preferred to non-preferred
6. Student has difficulty with change or unusual events
7. Student desires interaction, but uses inappropriate strategies to gain attention from others
8. Student avoids interaction with others
9. Student's behavior appears to be comforting or internally pleasing

www.gvsu.edu/autismcenter Resources → START Resources

1. Student doesn't UNDERSTAND the task or activity

- Mini schedule/task organizer
- Preteach
- Accommodations/modifications to simplify
- Teach "help"
- Teach new skills to perform task
- Increase reinforcement for effort
- Prompt to success

2. Student doesn't LIKE the task or activity

- Behavioral momentum
- First-then
- Offer choices
- Accomm's & mod's to make more interesting
- Incorporate student interests within activity
- Gradually increase participation expectations (e.g., only a few minutes, last 5 minutes)
- Teach "break"
- Token reward systems (with individualized rewards)
- Re-present task when calm

3. Student wants access to an item or activity that's not available

- Visual schedule showing when available
- First-Then
- Incorporate student interests within activity
- Visual cues for waiting
- Special location to store item
- Teach appropriately requesting
- Teach waiting
- Token system with preferred item as reward

START

The Real Issue…

- A student's behavior has more to do with the reactions of the adults around him than to the student himself

- What we model and what we teach is the most important factor in changing a student's behavior

---

START

Good teaching is the best form of behavior management.
» Thomas Caffrey

Programming for Students with ASD

Academic

Behavior

Social
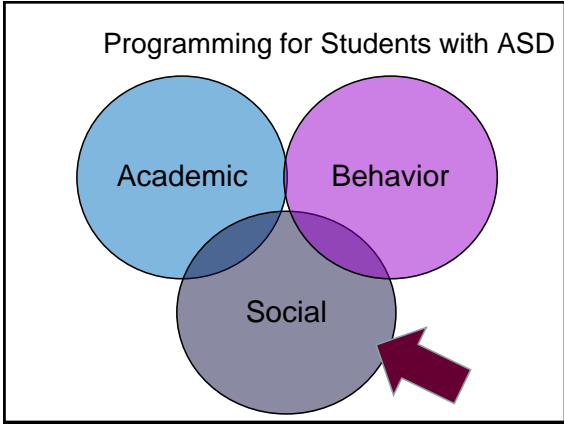
Peer to Peer Support

A beneficial strategy for both
students with ASD and their peers

Peer to Peer Support for
Students with ASD

• Peer-meditated interventions (e.g. peer to peer
support) are one of the most effective
comprehensive interventions for individuals with
ASD across all ages.

• See *Focus on Results* article: Peer to Peer
Support Programs Change Lives for Students
with Autism Spectrum Disorders and their Peers
  – http://focus.cenmi.org/ (Curriculum & Instruction)

Peer to Peer in Michigan

Peer to peer programs are underway in over 200 elementary and secondary school buildings in Michigan.

Middle School

- Integrated into General Education Classes 6 out of the 7 Class Periods
- 6th Grade Camp – 4 days – 3 overnights without 1:1 support
- Went to friends houses after school
- Overnights at friends house
- Attended dances and activity nights without 1:1 support

Middle School

High School

- Integrated into General Education Classes 5 out of the 6 Class Periods
- Sports Manager for Football, Basketball, and Baseball – Late Practices in Freshman and Sophomore Years
- Traveled with the Baseball Team Out Of State without 1:1 Support – Hotel
- Attended Homecoming, Snowcoming, Prom, All Night Party, etc

High School

Educating Parents of LINK Students

- Providing Training to the Parents of the Peer to Peer Support Students
- Community Awareness
- Support for Families of Students with ASD
- Incidence Rate
- Interest Level – Integration into General Education
- Berkley Schools

START

Expanding
Peer to Peer Support (P2P)

- Peer to peer support programs are an evidenced-based practice that can help proactively improve student engagement in the school community and teach social and problem solving skills to the peers.

- Students are given an opportunity to actively participate in an organized program with meaningful activities and goals.

START

Because of challenges facing secondary schools such as high dropout rates, violence, and school failure, educators have proposed increasing the sense of community in schools so that positive relationships are promoted for all students (Schaps, 2003).

START

Peer to peer support programs focused on students with ASD and their peers can be expanded to include students at risk for academic and behavioral problems because the program emphasizes problem solving, participation, and active engagement in the school community that results in behavior and academic success.

Triad for Peer to Peer Support

Student with ASD

Provides a Model for Student with ASD and At Risk Student

Peer to Peer
Support Student

At Risk Peer
to Peer Student

_____

_____

_____

_____

_____

_____

_____

_____
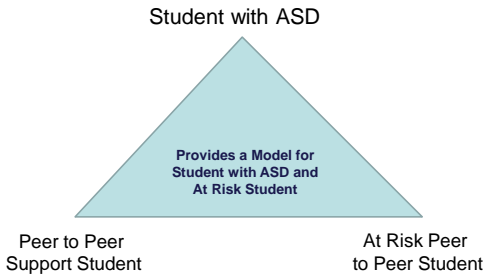
STÄRT | Evaluation of Benefits

- A pilot assessment of the benefits to peers participating in the program is just starting with 6 schools currently running programs. Behaviors assessed include:
  - behavior referrals
  - academic performance
  - school attendance

_____

_____

_____

_____

_____

_____

_____

_____

Programming for Students with ASD

Academic

Behavior

Social

_____

_____

_____

_____

_____

_____

_____

_____
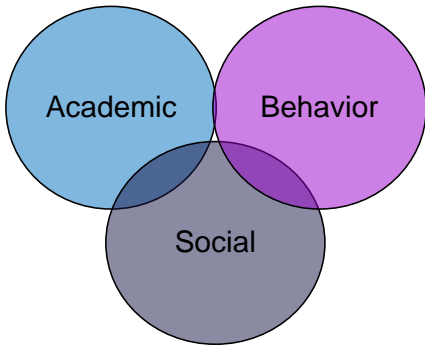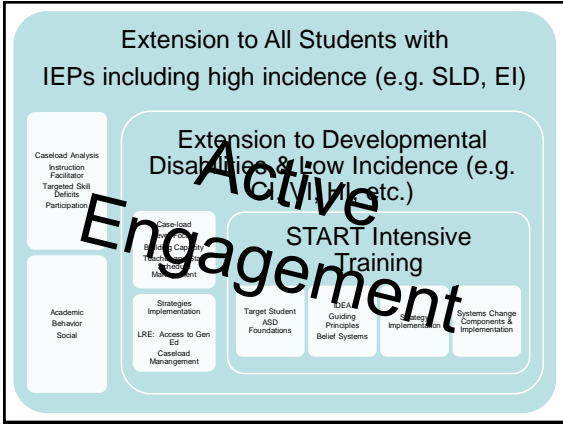
Improving Post-Secondary Transition for Students with ASD

Michigan Association for Administrators of
Special Education (MAASE)
October 9, 2012

Maureen Ziegler & Amy Matthews
GVSU/START Project

START
STatewide Autism Resources & Training
www.gvsu.edu/autismcenter

START

Data MUST Drive….

- Future practice in transition for students with ASD…..

- Future allocation of funds for students with ASD….

- IMPROVED OUTCOMES for students with ASD

START

Postsecondary Outcomes

- Employment

- Social Opportunities

- Independent Living

- Access to Higher Education

State Updates

Michigan Students with an ASD Eligibility
* Based on 2011 MDE, OSE Eligibility Count

Line chart, y-axis "Number of students" (0 to 18000), x-axis years 1989 through 2012. Data points rise from **1,208** to **15,976**.
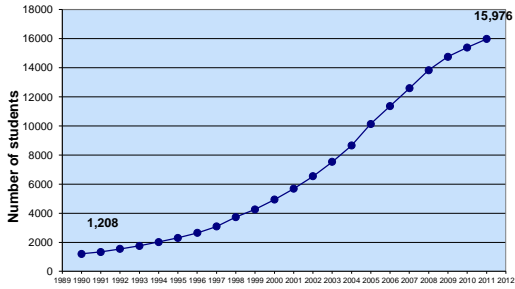
Number of Michigan Students with ASD by Age
* Based on 2011 MDE, OSE Eligibility Count

Bar chart, y-axis 0 to 1400, x-axis age 1 to 26. Values: 1, 65, 210, 409, 616, 803, 983, 1143, 1187, 1307, 1270, 1158, 1124, 1059, 1036, 942, 872, 552, 294, 208, 197, 162, 129, 136, 104, 9.
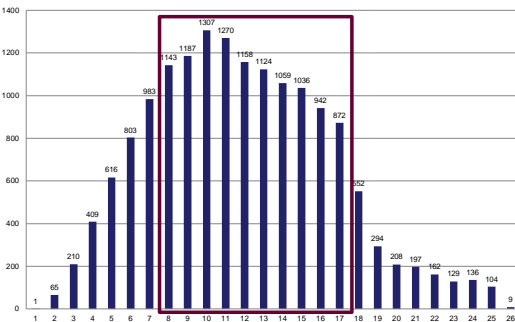
START Post Secondary Transition Data

STΛRT

National Data

- Within the next 15 years, more than 500,000 Americans with autism spectrum disorders (ASDs) will enter adulthood, based on the rising incidence of the disorder

---

STΛRT

National Data

- Lifetime costs for a person on the spectrum are estimated to be $3.2 million, including costs for education, home and community-based services, and lost individual and family income (Ganz, 2007, Harvard Public Health Study).

- Ganz (2007) indicates that most of the lifetime costs for an individual with ASD are incurred after the age of 21.

STΛRT # National Data: Housing

- 2008 Easter Seals study showed more than 80% of adults with ASD ages 19-30 live at home with their parents

- Majority of adult children with ASD are living with aging parents

  Adults 19-30 with Autism
  - With parents or guardian 81%
  - Independently, with spouse or partner 3%
  - With other family member/spouse/partner 0%
  - Supported residence for individuals with special needs 14%
  - Other 2%

  Adults 19-30 with Asperger
  - With parents or guardian 71%
  - Independently, with spouse or partner 9%
  - With other family member/spouse/partner 5%
  - Supported residence for individuals with special needs 7%
  - Other 7%

Employment

Many adults consider employment a central component of their lives, providing not only economic benefits, but also a social network and a sense of worth as a productive member of society (Levinson and Palmer 2005; Rogan, Grossi, and Gajewski 2002).

The Future of Employment for Individuals with ASD

Currently, 70% of identified individuals with ASD are less than 14 years old (Gerhardt & Lainer, 2011).

Employment Data

- When individuals with autism were compared to persons with other disabling conditions, it was found that individuals with autism were among the most costly of the nine disability groups investigated.

- Access to work training opportunities, but less likely to be hired for a permanent position

- Work fewer hours for a lower wage

Cimera & Cohen, 2009

Key Findings

Easter Seals': *Living with Autism Study (2008)*

76% of teenagers with autism over the age of 16 have never looked for a job; compared to only 23% of typical teenagers.

76% of parents of children with autism are concerned about their child's future employment; compared to only 35% of parents of typically developing children.

Engagement in education, employment, or training after leaving school

NLTS2, 2009
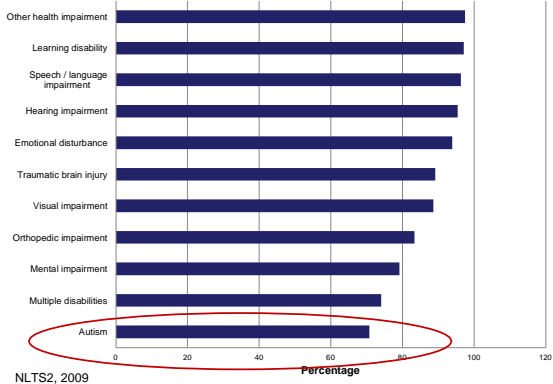
Transition Data

- A University of Wisconsin-Madison 2002 study of 405 adolescents and adults with ASD found that:
  - 10% were in competitive employment
  - The lack of social skills and social understanding has been cited as a primary cause of unemployment or under-employment for many otherwise skilled individuals on the autism spectrum.

- Barnard, et.al. 2001
  - As few as 6% of individuals with ASD have fulltime employment
  - 12% of individuals with Asperger Syndrome are employed despite having average or high than average IQs

Do Sheltered Workshops Help Prepare Individuals with ASD?

- Two groups compared:
  - a) 215 supported employees who were in sheltered workshops prior to entering supported employment
  - b) 215 supported employees who were not in sheltered workshops

- Groups were matched on primary diagnosis, secondary diagnosis (if present), and gender.

- Results showed that there were no differences in rates of employment between the groups.

- Individuals who participated in sheltered workshops earned significantly less ($129.36 versus $191.42 per week), and cost significantly more to serve ($6,065.08 versus $2,440.60), than their non-sheltered workshop peers.

- Results suggest that individuals with ASD achieve better vocational outcomes if they do not participate in sheltered workshops prior to enrolling in supported employment.

Cimera, R. E., Wehman, P., West, M., & Brugess, S. (2012). Do sheltered workshops enhance employment outcomes for adults with autism spectrum disorder? *Autism, 16*(1) 87–94.

START
Competitive Employment

Despite the passage of the Americans with Disabilities Act, the Supreme Court decision in the Olmstead v. L. C. (1999) case with its emphasis on full community integration for individuals with significant disabilities, the majority of individuals with significant disabilities currently are not working in competitive employment.

Paul Wehman, W. Grant Revell, and Valerie Brooke (2003). Has It Become the "First Choice" Yet? *Journal of Disability Policy Studies, 14*(3), 163-173.

START

Faces of Michigan

Middle School

- Integrated into General Education Classes 6 out of the 7 Class Periods
- 6th Grade Camp – 4 days – 3 overnights without 1:1 support
- Went to friends houses after school
- Overnights at friends house
- Attended dances and activity nights without 1:1 support

_____

_____

_____

_____

_____

_____

_____

_____

Middle School

_____

_____

_____

_____

_____

_____

_____

_____

High School

- Integrated into General Education Classes 5 out of the 6 Class Periods
- Sports Manager for Football, Basketball, and Baseball – Late Practices in Freshman and Sophomore Years
- Traveled with the Baseball Team Out Of State without 1:1 Support – Hotel
- Attended Homecoming, Snowcoming, Prom, All Night Party, etc

_____

_____

_____

_____

_____

_____

_____

_____
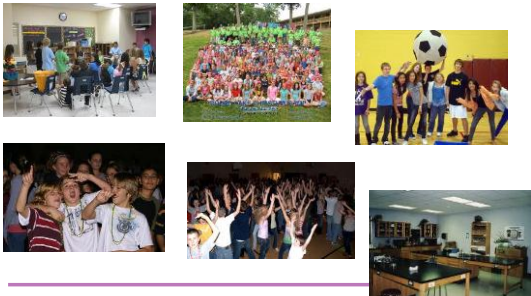
High School

Post Secondary Program

- Attended Oakland Community College – Associates Degree
- Employment – Little Caesars, Subway, Website Design Agency
- Public Transportation
- Drivers License Eligible
- Radio Show Regular
- Hung Out with Friends from High School on a Regular Basis
- Presented for START

Now

- Enclave with 5 other people with disabilities
- Limited contact with peers from high school
- Facebook
- Isolated

High School
1998

MAASE
October 9, 2012

When the **X FILES**…came to Clarkston

Ryan's Big Move to Self-Determination

Who's your Tiger ?

Oh, Baby!

I'm Ashley's Big Brother

_____

_____

_____

_____

_____

_____

_____

_____

This is my family. They give me support and encouragement

_____

_____

_____

_____

_____

_____

_____

_____

In Trouble with the Law?!

_____

_____

_____

_____

_____

_____

_____

_____

Food + Fun

I liked animals & yard work as a kid. You'll see how this fits later!

One of my dreams was to drive a snowmobile …..and I did!

I'm a car buff & I learned to drive to places I know. The black car is my '99 Civic

I love my family, but as I grew older I wanted 'S'More'. It was my dream to be more independent and have my own place.

I moved out of my parents' home in 2005

- I became Employer of Record through Self-Determination. My people have been with me for 6 years and they know me well!
- I learned my way around my new neighborhood
- I made new friends
- I decided that I wanted to stay in the neighborhood where I went to Middle School and High School
- I could walk to my school and my volunteer job

My first apartment: This is where I learned some skills, like cooking and budgeting

I Now Have My Own House! It's in the same neighborhood as my old apartment.

- My grandfather bought it, but I pay the rent & utilities.

- My parents never dreamed that I would be living out on my own!

I'm learning new homeowner skills, like pulling out staples so we can sand the floor, painting and installing a door knobs

before

after

I'm also learning to take care of the lawn that we put in. I planted a vegetable garden

Check out the "fruits" of my labor. I enjoy sharing with others

I always wanted a cat but my mother is allergic so I had to settle for dogs when I lived at home.
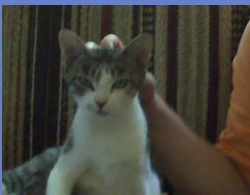
- But caring for dogs taught me how to be a good pet caregiver
- I rescued a cat when I got my own place
- This was my little Angel. She helped me re-learn an important lesson: it's hard to say good-bye

Meet my new Roommate - Tessa
She's purrrrrfect!

- I'm learning to be a responsible pet owner
- She counts on me and keeps me company

My Beautiful Panther Cat Tessa!

Graduation. I thought school was over, but I still had a lot to learn.

Future Planning: Work

I've gained experience thru…

- I graduated from MORC's Direct Care Staff Training Course last summer. I think it gives me an edge when I apply for jobs
- I volunteered to work with the younger kids with autism through my school
- I worked at Scamp and Sunrise Assisted Living
- I want to get a good job so I can maintain my independence

Future Planning: Hobbies

- I want to study Forensic science, like CSI
- I would like to take a boxing class since staying in shape is important to me
- A grant from the MORC Recreational Therapy department helped me renew my membership to Powerhouse Gym

Boy meets Grill

Mom and Dad got me a Grill for Christmas…

Philly Steak and Cheese Pizza Anyone?

My Goals

- Get a good career
- Maybe find a girlfriend. I think it's important to get to know her as a friend first
- Expand my vegetable garden
- Perhaps adopt another cat

I have a responsibility to work toward my goals

- I like to motivate people, so I took Speechcrafters to improve my speaking skills
- I have spoken to many organizations on various topics

Responsibility is hard work!

- I'm working at Culver's to make some cash, pay bills, and get more skills

You need to be resourceful to make your dollars stretch farther

Some things I do:

- Shop at garage sales, which is how I got this table & chairs
- Grow my own vegetables
- Clip coupons.
- I'm a dollar store maniac!
- Shop for Christmas gifts all year long so you can get great deals.

Lessons Learned: It's not as easy as it looks!

I have learned to be resourceful and safety conscious through occasional mishaps.

I couldn't do it without the love and support of my family, friends, & others who believe in me.

Giving & sharing are as important as receiving.

Sometimes you have to do things you don't want to do to get where you want to go.

Support Coordination

It takes me a while to get to know people.

I know that I can change my support coordinator, but I trust her. She's my ally.

We both love cats, and she gives me support and advice.

She has helped me tap into community resources.

We collaborate and partner with MRS to develop my career path.

I have dreams just like everyone else, I <u>can</u> pursue a bright future!

Because…In the words of Agent Molder - to pursue a better life you must believe…
"The truth is out there!"

START's Response
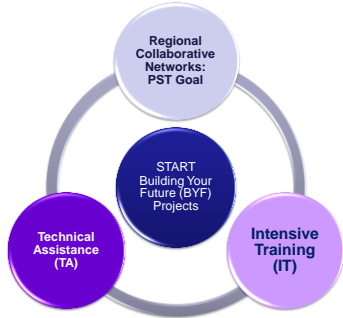
START Building Your Future (BYF) Project

Goal : Help individuals with ASD achieve meaningful, employment and connections with the community so they can be fully integrated citizens.

Three Components:
1) Discovery
2) Natural Supports
3) Community Connections

STÄRT Family Transition Outcomes Group
"Parents Raising Taxpayers"

Whitepaper Topics:

  Family Navigator

  DD Council

  Project Search

  Transition Clearinghouse

  Technical Schools / Campuses

Resource Site on Transition

START supporting each ISD Across the State to Improve Outcomes for Students with ASD

RCN Priorities 2012-13

Secondary Transition:
- Goals for at least 4 transition age students to develop innovative plans to access work experiences and employment and/or post-secondary education.

Key Components of the Secondary Transition Priority:
- Use the V3 Discovery Process on 4 target students
- Complete the Griffin & Hammis online training
- Complete an implementation plan for employment or post-secondary education based on the discovery process
- Collect baseline and student progress data based on implementation plan
- Connect with community partners / provide training

What predicts post-school employment?

- Students who had the highest degree of integration with age-appropriate peers were more likely to engage in post-school employment

- IQ, behavior problems, physical disability, and individual demographics did not correlate with integrated employment outcome

White, J., & Weiner, J.S. (2004). Influence of least restrictive environment and community based training on integrated employment outcomes for transitioning students with severe disabilities. *Journal of Vocational Rehabilitation, 21*, 149–156.

What predicts post-school employment?

- Early work experiences in high school, especially paid experiences, predict post-school employment

- Family expectations and household responsibilities predicted better post-school employment

Carter, E. W., Austin, D., & Trainor, A. A. (2012). Predictors of Postschool Employment Outcomes for Young Adults With Severe Disabilities Journal of Disability Policy Studies, 23(1) 50–63.

Predictors / Outcomes	Education	Employment	Indep. Living
Career Awareness	P (Potential)	P	--------------
Community Experience	--------------	P	--------------
Exit Exam Requirements / High School Diploma Status	--------------	P	--------------
Inclusion in General Education	M (Moderate)	M	M
Interagency Collaboration	P	P	--------------
Occupational Courses	P	P	--------------
Paid Employment / Work Experience	M	M	P
Parental Involvement	--------------	P	--------------
Program of Study	--------------	P	--------------
Self Advocacy / Self Determination	P	P	--------------
Self Care / Independent Living	P	P	M
Social Skills	P	P	--------------
Student Support	P	P	P
Transition Program	M	P	--------------
Vocational Education	M	M	--------------
Work Study	--------------	M	--------------

Important Transition Practices

1. Access to the General Education Curriculum
2. High Expectations for Students
3. Youth Leadership in Educational Transition Planning
4. Self-Determination Skills and Opportunities
5. Early Career Development and Work Experiences
6. Extracurricular Involvement
7. Friendships and Supportive Peer Relationships
8. Caring Teachers and Mentors
9. Parent and Family Involvement
10. Collaboration and Systems Linkages
11. Natural Supports and Partners in the Community

Carter, 2012

Customized Employment

"Customized Employment is a relatively new and highly specialized derivative of supported employment. Supported employment tends to match individuals with previously existing jobs. Customized employment, on the other hand, goes beyond that and works to create highly individualized, yet economically viable, jobs through active employer negotiation. At the core of customized employment is a focus on person-centered planning resulting in an active give and take (sometimes referred to job carving or job restructuring) which focuses on the needs, interests, and abilities of both the employee with autism and the employer, the result of which is a highly personalized (or customized) job description designed to meet the needs of all stakeholders. Funding too, is distinct from that available for typical supported employment. While supported employment is a recognized service delivery option under Medicaid and can receive direct funding, customized employment is not and generally requires a mixture of funding sources."

Gerhardt, P. F., & Lainer, I. (2011). Addressing the needs of adolescents and adults with autism: A crisis on the horizon. J Contemp Psychotherapy, 41, 37-45.

## Customized Employment Resources and Information

- Ohio Center for Autism and Low Incidence (OCALI)
  - http://www.ocali.org/project/customized_employment_guide/page/ocali_ce_project
- You tube - **Customized Employment Solutions for Employers**
  - **http://www.youtube.com/watch?v=WrDvjEvk6nY&feature=bf_next&list=PLAD16B1074529C7A3&lf=results_main**
- You Tube - **Customized Employment Creating Opportunities and Solutions**
  - http://www.youtube.com/watch?v=WrDvjEvk6nY&feature=bf_next&list=PLAD16B1074529C7A3&lf=results_main
- Griffin-Hammis Associates online course

Building Your Future Intensive Training Sites

- 2011-2012 – Pilot
  - Eaton ISD
  - Ingham ISD
  - Ionia ISD
  - Kent ISD

BYF

- 2012-2013 (50 Teams applied)
  - Livingston ESA
  - Ottawa

Building Your Future Technical Assistance – Berrien RESA
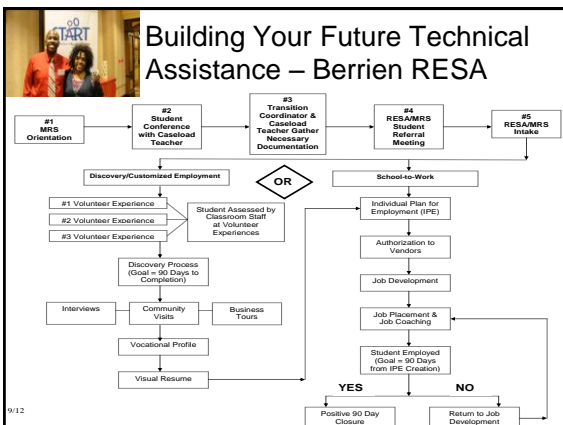
Building Your Future Technical
Assistance – Livingston ESA

Summer
Employment
Opportunity

Visual Resume

PEER to PEER
START Project

To Date…Over 200
Formalized Peer to Peer
Support Programs in Michigan

START

Imagine the Possibilities

- Co-Workers Understanding of ASD
- Community College Opportunities
- University Opportunities
- Semi-Independent and Independent Living Arrangements
- Social Opportunities
- Community Opportunities

LIVING ARRANGEMENTS

START Conference 2013
April 22, 2013 @ Lansing Lexington

<u>KEYNOTE</u>:
Helping Youth With Autism Flourish as They Transition to Adulthood

Erik Carter, Ph.D.
Vanderbilt University

Next Steps

MICHIGAN AUTISM INSURANCE BENEFIT
OVERVIEW OF COVERAGE

THE LEGISLATION

- *Senate Bills 414/415* passed 3/29/12 allowing coverage for state regulated (private) and HMO insurance plans; *Senate Bill 981* (Incentive/Appropriations Bill) coverage of insurance costs for self-funded (ERISA) for reimbursement to employers for payment of insurance claims for the autism benefit
- Becomes effective October 15, 2012 (employers may extend benefit upon their renewal cycle)

WHAT IS COVERED BY LEGISLATION

- Only evidence-based, empirically supported treatments (Applied Behavior Analysis behavioral intervention, speech and language therapy, occupational therapy, psychological and psychiatric therapies)
- Coverage under the bills will only be provided to children MEDICALLY diagnosed with autism (note: a school or CMH eligibility is NOT considered a medical diagnosis)
- Caps: birth-6 years=$50,000 7-12 years=$40,000 13-18 years=$30,000; inclusive of all above therapies
- Treatments can only be provided by credentialed providers: Board Certified Behavior Analyst (BCBA) or LLP psychologist trained in administering ABA protocols, licensed speech and language pathologist (SLP), or licensed occupational therapist (OT)
- Does not include Medicaid eligible children (budget approved under Medicaid for 2013 and coverage closely mirrors autism bills—but details have not yet been finalized)

ISSUES

- Need MEDICAL diagnosis for insurance coverage: parents may consider getting diagnosis NOW so they are prepared to access the benefit once available
- Shortage of BCBA therapists in Michigan: AAOM is working with universities and providers statewide to push for increased training and recruiting of qualified providers; will take time to ramp up; consider getting on a list *now* for therapy
- Claims getting paid: AAOM is working with insurers to facilitate ease of claims processing, communication with parents, providers, state departments
- Self-funded (ERISA/federally regulated) companies that do not offer the benefit: federal mandates override state mandates (state-regulated plans). AAOM is working with employers across Michigan to self-adopt the plan. *IMPORTANT: self-funded companies who self-adopt will be reimbursed by the State of Michigan for any claims under the autism benefit!*

RESOURCES AND INFORMATION

- For information on evidence-based definition and treatments, go to National Standards Project (2010). National Autism Center: www.nationalautismcenter.org/about/national.php
- AAOM is partnering with providers, CMH/public agencies, educators, universities, others in offering onsite workshops and holding webinars to educate as many as possible about the benefit, prior to its effective date. If you are interested in a presentation contact Stacie Rulison at the e-mail address below
- To find out the *most current* information on the autism insurance benefit, to check out upcoming workshops, download flyers or presentations, get more information on Evidence Based Practice treatments, to locate a BCBA or other credentialed providers, or check out insurer and employer information, go to the AAOM Autism Insurance Portal at:

   https://sites.google.com/site/aaominscollaborative/

For questions or to request a presentation, contact: Stacie Rulison
E-Mail: stacie.rulison@aaomi.org