

**Transition From High School for Youth with ASD
T-STEP and PS-AE**

The University of North Carolina TEACCH® Autism Program



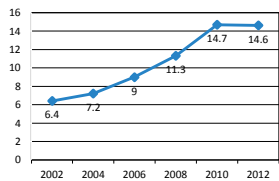
Mission
Creating and cultivating exemplary community-based services, training programs, and research to enhance the quality of life of individuals with Autism and their families.



**Established in 1972
TEACCH Consists of:**

- Administration and research center (based at UNC-Chapel Hill, School of Medicine)
- 7 community-based regional outpatient clinics
- Supported employment program in Chapel Hill & Greensboro, NC
- Residential facility for adults located in Pittsboro, NC.
- National & international training program

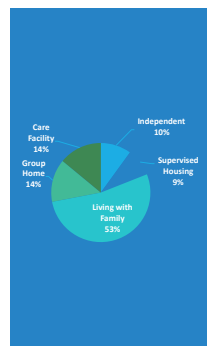
Changing Prevalence of ASD



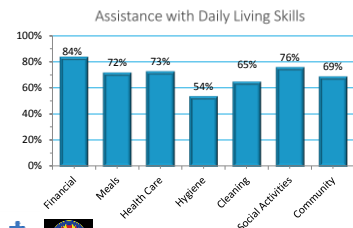
Prevalence increase from 1 in 150 to 1 in 68 in 8 years.

The 2002 cohort is now 23 years of age.

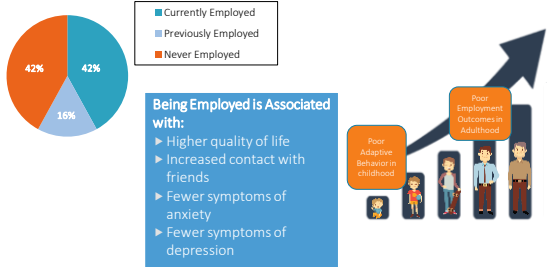
Autism and Developmental Disabilities Monitoring Network
Julie Daniels, UNC PI
CDC, 2016



**TEACCH Autism in Middle Adulthood Study
Caregiver Survey – 278 Adults with ASD**



IMPROVING ADULT QUALITY OF LIFE



Transition Services at TEACCH



T-STEP

- Students in regular course of study/community college
- Minimum one-time a week internships
- Students with borderline to average IQ/need less intensive support
- Approx. four hours a week for one teacher/staff
- One semester-3 to 17 students per semester

PS-AE

- Students spend last year of high school in business classroom
- Several hours, daily internships
- Students who need more intensive supports
- Full-time teacher and job coach(s)
- Full year-8 to 12 students



Partners of PS-AE

- Project SEARCH®**—Cincinnati Children's Hospital Medical Center
- Erin Riehle, RN, MSN, Founder and Senior Director
 - Susie Rutkowski, BS, MEd, Co-Director and Educational Specialist
 - Elizabeth Falk, EdS, MA, BCBA Program Specialist

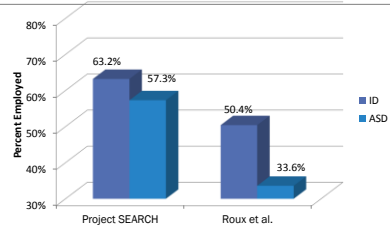
NEXT for Autism

- Ilene Lanier, JD, Co-founder and President
- Jerry Philip, MEd, Director of Program Development

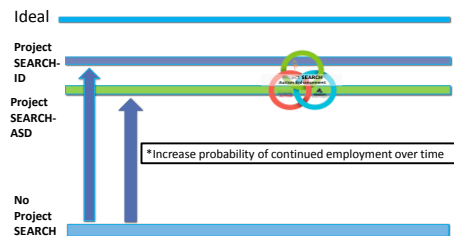
UNC TEACCH® Autism Program

- Dr. Laura Klinger, PhD, Executive Director
- Glenna Osborne, MEd, CESP, Director of Transition Services

Comparison to NLTS2 Data (2009)

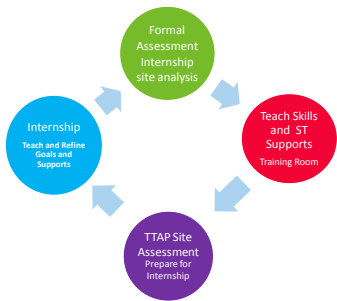


Boost to Decrease the Disparity Gap



Project SEARCH® Autism Enhancement

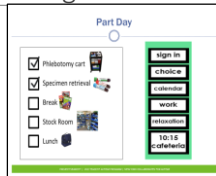
- *2-Day Workshop**
 - Overview of autism: Learning Styles
 - ASD assessment: TEACCH Transition Assessment Profile (TTAP)
 - Project SEARCH® AE goal setting
 - ASD intervention: visual supports & accommodations
- *2-Day Coaching/Consult**
 - TTAP site assessment
 - Restructuring
 - Stations
- *Phone Consultation**
 - Webinars
 - Resources
 - Manuals
 - Presentation and Forms manuals
 - TTAP manual
 - Flash drive
 - TTAP scoring worksheets and data collection templates
 - PSAE-NYCA goals database
 - PSAE intervention templates
 - Library of materials
 - TTAP kit (purchased separately)



Formal Assessment—TTAP and Internship Site Analysis

Teach Skills and ST Supports Training Room Structured TEACCHing®

- *Individual Schedules
- *Material Organization & Visual cues
- *Work Systems
- *Physical Organization



TTAP Site Assessment Prepare for Internship TTAP Site Assessment Training Room to Internship

Internship
Teach and Refine Goals and Supports

Category	Value	Target
Goal Attainment	85%	90%
Organization Skills	75%	80%
Coping Skills	90%	95%
Professional Social Skills	80%	85%



TEACCH SCHOOL TRANSITION TO EMPLOYMENT AND POSTSECONDARY EDUCATION

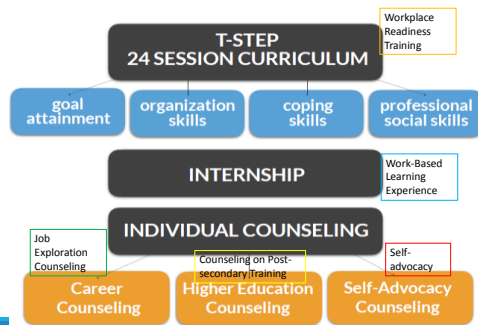


The TEACCH School Transition to Employment and Postsecondary Education Program (STEPP) is a comprehensive intervention developed to support transition to employment and/or postsecondary education settings for adolescents and young adults with Autism Spectrum Disorder who will or have received a standard course of study high school diploma.

THE T-STEP COVERS SEVEN TRANSITION SKILLS MODULES GROUPED INTO FOUR INTERVENTION AREAS

- GOAL SETTING SKILLS** - These modules target specifying tasks in an organized manner and time management and flexibility.
- EXECUTIVE FUNCTION SKILLS** - These modules target coping with stress and accepting corrective feedback.
- EMOTION REGULATION SKILLS** - These modules target getting help when needed and social skills for college and work.
- SOCIAL SKILLS** - These modules target getting help when needed and social skills for college and work.

Through funding from the North Carolina Vocational Rehabilitation Services, the T-STEP will be offered free of charge for 36-27 year old students with ASD at Central Piedmont, Pitt, and Wake Tech Community Colleges. Participation includes 18 90-minute group or one-on-one sessions, and role plays. Additionally, students practice these skills in a work-like environment through the Students' own career, individual career counseling, higher education counseling, and self-advocacy counseling.



•Summer 2017 and 2018: Pitt Community College and Wake Technical Community College

•Fall 2017 and Spring 2018: Central Piedmont Community College and Wake Technical Community College

•Community College: Class co-facilitator, Higher Education Counseling, Internship Counseling, internships, classroom and office space

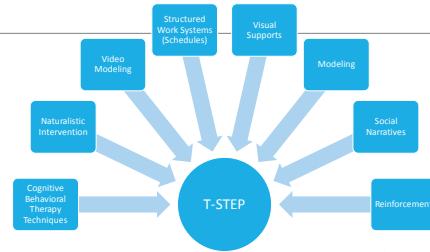
•UNC TEACCH: Class co-facilitator, Self-Advocacy Counseling, Job Exploration Counseling, Internship Counseling



T-STEP Differences

- Teach and practice skills **and** strategies
 - Individual and group components
- Creation of templates/strategies for generalization
 - Applicable to college, work, home & community settings
- Internships focus on soft skills in “safe” space
 - Practice of skills and strategies
 - Increase understanding of individuals with ASD

Evidence-Based Practice



Evidence-Based Practices from Hume & Odom, 2011

Goal Action Sheet			
Goals	What do you do best?	Action Steps – at least one each 2 weeks	Next time goal – record if 100% & send from class
Independent Goal Area: Living away from mom and dad	I do a few chores (empty dishwasher, clean my room), live with mom and dad and depend on them a lot.	Start to fix my own breakfast learn to cook spaghetti and cheese!	ST-Cook some meals on my own LT-Create a cookbook
Education Goal Area: College!!	Just graduated- high school –made okay grades.	E-mail Emily for first Career Counseling session	ST-Get materials for at least 3 different colleges. LT-Research 3-5 LT
Work Goal Area: Get a job to make lot of money!!	Go to school, do some chores, make some money mowing lawns in summer.	Practice interviews for internship with family.	Finish T-STEP overview, get a resume/cover letter LT-Get a job offer!!
Social Goal Area: Friendships	Have a few friends at school and my neighbor friend	Host T-STEP friend to get together after school Host T-STEP friend to go to movie Play video games for 2 hours!	ST-Go at least three times on weekend/dinner with friends. LT-Try 3 dating sites and get "likes" 3x!!

T-STEP Module Components



Assessment



Scoring:

10-20 = You can easily ask for help and get the help you need. Keep up the great work!

20-30 = You are at the base-line for getting the help you need. Work on becoming more aware of when you need help and refining your strategies for asking for help.

30-40 = You are the beginning stages of learning how to get the help you need. Learn how to use new strategies that will be more productive.

40+ = You rarely get the help you need. Follow basic steps to begin to learn and practice how to get the help you need.



The Big Lens

•What is....?



Adulting 101

- What is the Adulting Difference?
- What are the Adulting Mishaps?



Developing Your Tools

- Self-monitoring
- Visual Reminders
- Routine Strategies
- Self-reward

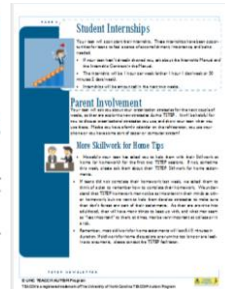


Practice Use of Tools

- In class
- Skill-work for Home
- Video-Modeling
- Team Practice
- Internship



Date practiced or used	How did you feel after you finished the activity? Circle a number	When did you practice? What time?	Send email
1/11/15	1 2 3 4 5	7:00 am-after breakfast	<input checked="" type="checkbox"/>
	1 2 3 4 5		<input type="checkbox"/>
	1 2 3 4 5		<input type="checkbox"/>
	1 2 3 4 5		<input type="checkbox"/>
	1 2 3 4 5		<input type="checkbox"/>
	1 2 3 4 5		<input type="checkbox"/>



Efficacy Research: Do Parents & Students Report Positive Outcomes?

Preliminary Data from Summer 2017 (16 students)

CAREGIVER REPORT MEASURES

Increased Employment Readiness (Becker):

- Work Habits
- Work Performance
- Interpersonal Relations

Increased Daily Living Skills (Waisman)

SELF-REPORT MEASURES

Decreased Depression (CES-D)
 Increased Self-Determination (AIR)
 No Changes in Anxiety



Questions?

Contact

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