Research Update

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1. Adolescents and Adults with Autism Study (PI: Mailick)

- 406 families of adolescents and adults with ASD
  - Funded by NIA (R01 AG08768, PI: Mailick) and Autism Speaks (PI: Taylor, PI: Mailick)

- Data collected 7 times over 12 years (mostly from mothers)

- Wide age range -- 10 to 52 years of age at Time 1
  - 62% adolescents age 10-21
  - 38% adults age 22-52
Key Findings

• Leaving high school disrupts behavioral and relationship improvements for youth with ASD

• **Obtaining** a vocational or PSE position is difficult.
  **Maintaining** it is an even greater challenge

• Certain subgroups of individuals with ASD are at increased risk
  – Those **without** an intellectual disability
  – Women

• Vocation/PSE may serve as a catalyst for behavioral improvement
2. Transitioning to Adulthood with Autism Study

- 40 youth with ASD (and their families) who were exiting high school in the next 12 months
  - Funded by NIMH (K01 MH 92598, PI: Taylor)

- 2 data collection points
  - Time 1: last year of high school
  - Time 2: within 12 months after high school exit

- How do stress response profiles, behavioral profiles, and environmental resources change as youth transition out of high school?
  - How do these factors influence post-transition outcomes?
Key Findings (to date)

• Existing publications have focused on the first wave of data
  – Examined service receipt and unmet service needs
  – Described the bullying experiences and post-school expectations of these youth

• Current analyses are examining changes in social participation, behaviors, and service profiles after exit. We are also looking at the factors that predict disengagement from vocation/PSE

• Families at Wave 1 had little to no information about what services/supports might be available after high school exit
3. Parent Advocacy Training

- We are developing and testing a parent advocacy training to promote transition outcomes for youth with ASD
  - 12-week program teaching parents about the services and support available to their family after high school, and the most effective ways to access them.

- Funded by NIMH (R34 MH104428, PI: Taylor)
Study Design

• Phase 1
  – Adapt existing curriculum
  – Pre-pilot the program with families of youth who recently left high school
  – Families reported increased knowledge, advocacy skills, and connectedness

• Phase 2
  – Randomly assigned 45 participants to treatment (Fall 2015) or wait-list control (Spring 2017) groups
  – Does participating in the program lead to differences in services and community integration 6-months and 12-months post-program?