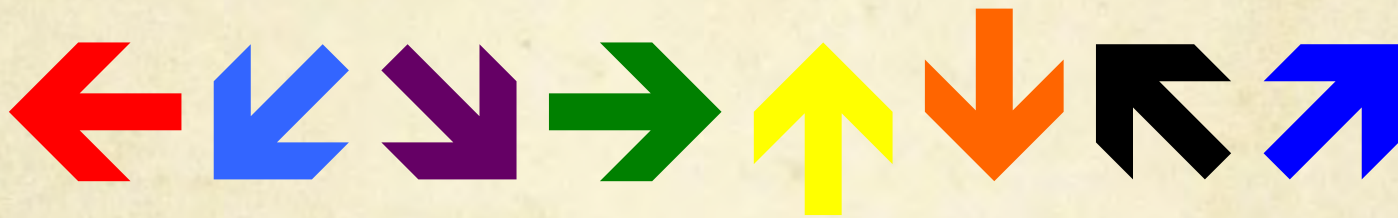


LIFE ON CAMPUS... WITH AUTISM

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THE SPECTRUM



AUTISM AND THE COLLEGE YEARS

- WHAT?
- SO WHAT?
- NOW WHAT?

DOMAINS

- Transitions
- Independent Living Skills
- Socialization
- Behavior

References: 1, 2, 4, 5, 6

TRANSITIONS

- WHAT?
 - change in routine
 - varying academic content
 - different services available
- SO WHAT??
 - Due to the difficulties of transitions, there is A LOT of planning ahead
- NOW WHAT????
 - Choosing a college (type, size, proximity)
 - Identifying appropriate academic accommodations and social supports
 - Identifying strategies to adjust to college life
 - Take college course while in high school
 - Reduce course load
 - Schedule classes appropriately

INDEPENDENT LIVING SKILLS

- WHAT?
 - sensory issues (noises, smells, physical comfort, lighting, taste)
 - Personal hygiene and dress
 - Activities of daily living
- SO WHAT??
 - Can be problematic due to adjusting to new sensory environment; could be highly sensitive
 - Live at home? Roommates?
 - Decision making can be difficult
- NOW WHAT????
 - Be prepared!

Reference: 1

SOCIALIZATION

- WHAT?
 - Difficulties in making/keeping friends
 - Difficulties in understanding feelings and what others may be thinking
 - Inability to understand nonverbal communication cues—eye contact, body language
 - Social isolation

- SO WHAT??
 - Desire for friendships and relationships
 - Often misunderstood by others who may think them to be rude, disinterested

- NOW WHAT???
 - Establish a contact person (shadow) to assist in problem solving social situations, communicating difficulties in situations, understanding societal rules of college-like behaviors, classroom, dorm
 - Identify safe-haven
 - Contact list and place to go in case of hazing
 - Social groups

BEHAVIOR

- WHAT?
 - Repetitive and/or restricted behaviors, activities, interests (may be unusual)
 - Many need structure and consistency
- SO WHAT??
 - Challenges relating to peers
 - Altered routines can cause anxiety and/or inflexible behaviors
 - Rules being broken by others can cause anxiety and the need to regulate rules on one's own
- NOW WHAT???
 - Peer mentor to help negotiate similar situations

NOW WHAT????

References: 1, 6

Actions and Interventions

- IDEIA (Individuals with Disabilities Education Improvement Act)
- Section 504
- Self-advocacy
- Student Disabilities Office- accommodations
- Mental health supports

Books & Resources

- “Realizing the College Dream with Autism or Asperger Syndrome” by Ann Palmer
- “Students with Asperger Syndrome: A Guide for College Personnel” by Wolf, Brown, and Bork (AAPC 2009)
- “College Students with Asperger Syndrome: Practical Strategies to Ensure Social and Academic Success” by Pennamon & Bedrossian (LRP 2007)
- “Aquamarine Blue 5: Personal Stories of College Students with Autism” by Dawn Prince-Hughes, paperback

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- 5. Stokes, M., Newton, N., & Kaur, A. (2007). Stalking, and social and romantic functioning among adolescents and adults with autism spectrum disorder. *Journal of Autism & Developmental Disorders, 37(10), 1969-1986.*
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Thank you & Good luck 😊

