

Transition and College Students on the Autism Spectrum

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CBS News Money Watch 4/13

According to a study by ACT, 89% of high school teachers believe that their students are “well” or “very well” prepared for freshman-level work. By contrast, only 26% of college faculty members think students are ready.



Top College Admission Factors

Grades in college prep courses

Strength of HS curriculum

Admission test scores

Grades in all courses



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**college readiness is fundamentally different
than high school competence**

**current measures of college readiness do not
necessarily do a good job of capturing these
multifaceted dimensions of readiness**



EPIC Educational Policy and Improvement Center
<http://evergreen.edu/washingtoncenter/docs/conleycollegereadiness.pdf>

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Redefining College Readiness



EPIC Educational Policy and Improvement Center
<http://evergreen.edu/washingtoncenter/docs/conleycollegereadiness.pdf>

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It's even more than that...

College
Just Ahead

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Where Have Families Been?

Getting a diagnosis

Coming to grips with the diagnosis

Securing Services (IEP/IDEA/Ch. 766)

Parent as Advocate & CEO

Elementary and Secondary School

The Decision

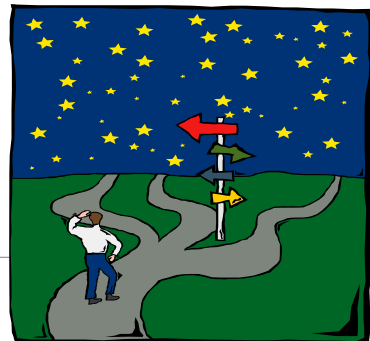
The Search (choosing and getting into a college)



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At Graduation It All Changes!

- The laws
- Who is in charge
- Expectations
- Temptations
- Consequences
- Accommodations



Challenges for Parents

- Who is going to wake him up?
- Limited access (FERPA)
- What about vulnerability?
- But that course was waived in H.S.
- Can't you make her.....
- He CAN'T do a foreign language
- Maybe we shouldn't have taken the diploma.

High School vs. College



5-6 hours/day of classes

2-3 hrs/day HW

Frequent quizzes, non-cumulative tests

Teach content from textbooks

20-25 students

One building



4-5 classes, 3-4 hrs/wk

2 hrs/day/hrs in class

2-3 cumulative exams/semester

Research and primary sources

10-300 students

Entire campus

LAWS *you need to* KNOW

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	IDEA	ADA
Type of Law	Education, Entitlement	Civil rights statute, Eligibility
Responsibility	Parent and school	Student
Ensures	Success	Equal Access
Services	Evaluation, remediation, special accommodations	Reasonable accommodations
Focus	Diagnostic label	Level of functional impairment
Disability	One of 13 categories	Impairment in major life activity



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Initial assessment of functioning (parent questionnaire)

MOST OF THE TIME my student requires....

- ☐ Reminders about medication
- ☐ Reminders to begin homework
- ☐ Multiple breaks in order to complete an assignment
- ☐ Reminders and prompts to complete homework or tasks
- ☐ Reminders about upcoming assignments and exams
- ☐ Reminders to check work for quality
- ☐ Prompts to get to appointments or school

Laurie Ackles, Spectrum Support Program, RIT



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Initial assessment of functioning (parent questionnaire)

Laurie Ackles, Spectrum Support Program, RIT

My student **RARELY...**

- ☐ Asks for help/clarification when doesn't understand
- ☐ Uses resources available
- ☐ Seeks out new/challenging experiences
- ☐ Has a regular and reasonable sleep/wake routine
- ☐ Has effective coping strategies for managing stress
- ☐ Create plans for completing larger assignments
- ☐ Leaves enough time to complete homework/other tasks before the due date



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69% and 76% need reminders and prompts to begin or complete homework at least some of the time, with 17% needing reminders most of the time

79% require some level of parental monitoring to ensure reasonable computer use.

18% need daily reminders to wake in the morning, maintain hygiene, and/or manage required medications.

25% to 32% rarely seek out help or ask for clarification when they don't understand something.

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Resilience

the capacity to recover quickly from difficulties; toughness.

Resilience is not a trait that people either have or do not have. It involves behaviors, thoughts and actions that can be learned and developed in anyone. APA 2014

Guide- psychcentral.com/lib/10-tips-for-raising-resilient-kids/00017272



COLLEGEAUTISMSPECTRUM @2014 DO NOT REPRODUCE

Factors for College Success

1. Resilience
2. Social Communication/Interaction
3. Executive Function
4. Self Regulation
5. Academic Ability

(Thierfeld Brown 2013)



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**To build resilience
we need to address
2 through 5**

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How to build resilience:

1. Don't accommodate every need.
2. Avoid eliminating all risk.
3. Teach problem-solving.
4. Teach your kids concrete skills.
5. Avoid "why" questions, ask "how."

Psychcentral.com 2014



COLLEGEAUTISMSPECTRUM @2014 DO NOT REPRODUCE

How to build resilience:

6. Don't provide all the answers.
7. Avoid talking in catastrophic terms.
8. Let your kids make mistakes.
9. Help them manage their emotions.
10. Model resiliency.

Psychcentral.com 2014



COLLEGEAUTISMSPECTRUM @2014 DO NOT REPRODUCE

Major Skills Needed by Beginning College Students

Classroom Preparation

- Study habits & other academic skills
- Prepared for class, TIMELINESS
- Organized
- Understands classroom etiquette



Adapted from Technology for Transition: College Planning SUNY at Buffalo

COLLEGE AUTISM SPECTRUM 2013 DO NOT REPRODUCE

Major Skills Needed by Beginning College Students

Social Skills

- Interacting appropriately (teachers, staff, students)
- Interacting in social situations
- Dealing with criticism, feedback or rejection
- Peer pressure (drugs, drinking, dating)



Adapted from Technology for Transition: College Planning SUNY at Buffalo

COLLEGE AUTISM SPECTRUM 2013 DO NOT REPRODUCE

Major Skills Needed by Beginning College Students

Independent Living Skills

- Structuring environment
- Use of leisure time
- Knows and articulates medical needs
- Basic ADLs (transportation, cooking, laundry, etc.)



Adapted from Technology for Transition: College Planning SUNY at Buffalo

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How to Prepare **NOW**

✓ **Transition meeting:**

- ✓ Current assessment
- ✓ Address all skills, strengths and weaknesses
- ✓ Include all relevant medical information
- ✓ Review accommodation needs
- ✓ Pare down to bare necessities

✓ **Connect with VR for possible funding**

✓ **Prep Student to:**

- ✓ Practice reading and understanding the assessment
- ✓ Know strengths and weaknesses
- ✓ Practice disclosing to teachers



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Teaching executive function...

- We **LOVE** White Boards!



STUDY HABITS AND SKILLS CHECKLIST

Your academic success depends on your use of certain skills and habits. Check each of the statements below according to what you actually do. Place a check (✓) in the correct space under almost always, most of the time, sometimes, or rarely.

A. Habits Related to General Health and Fitness	ALMOST ALWAYS	MOST OF THE TIME	SOME-TIMES	RARELY
1. I sleep at least 8 hours of sleep every day.				
2. I eat healthy and balanced meals at regular intervals.				
3. I get some exercise and recreation every day.				
4. I have steps to solve problems which easily fit and which interfere with my concentration.				
B. Habits That Provide Good Working Conditions	ALMOST ALWAYS	MOST OF THE TIME	SOME-TIMES	RARELY
5. I find a quiet, well lit and comfortably heated space to study.				
6. I follow a regular schedule.				
7. I avoid distractions while I am studying.				
8. I allow time in my weekly schedule for working on special reports and term projects.				
9. I write down my class assignments clearly and keep them where I can find and refer to them.				
10. I make certain that I understand the purpose and nature of the professor's assignment before I begin class.				
11. I organize my study materials and review the assignment before I start to work.				
12. I start work promptly and I avoid procrastinating.				
13. I keep my mind on my work and avoid daydreaming.				
14. I complete my assignments on time and according to instructions.				
C. Essential Study Habits, Reading Habits and Skills	ALMOST ALWAYS	MOST OF THE TIME	SOME-TIMES	RARELY
15. I review the assignment before breaking it down in detail.				
16. I adjust my reading speed to the material I study.				
17. I find the main ideas in each paragraph and organize the details around it.				
18. I stop at natural breaks in my reading and try to repeat the main ideas in my own words.				
19. I look up the meaning of words I don't understand and develop a working vocabulary for each subject.				
20. I outline the material as I read.				
21. I use the table of contents and the index.				
22. I make the text to the maps, graphs, and tables included in the assignment.				
23. I anticipate what the author will say as I read.				
24. I recall information and relate it to new material as I read.				
25. I question and evaluate the content of what I read, as I read.				
26. I take time to summarize the main ideas and draw conclusions.				
27. I read for pleasure.				
D. Habits Related to Note Taking, Outlining, and Library Use	ALMOST ALWAYS	MOST OF THE TIME	SOME-TIMES	RARELY
28. I keep a section in my notebook for each subject and I keep them together and in order.				
29. I write my notes in outline style to show about and subordinate details.				
30. I take satisfactory notes from class, study assignments, and research assignments.				
31. I review my class notes as I study at home.				
32. I summarize my notes frequently.				
33. I review my notes before examinations.				
34. I use school library facilities.				
35. I understand how to use various library aids such as encyclopedias, dictionaries, reference materials, and periodicals.				
36. I know when and how to outline.				
E. School Factors	ALMOST ALWAYS	MOST OF THE TIME	SOME-TIMES	RARELY
37. I sit next to easy seats.				
38. I sit with my multiple choice, true-false and matching tests.				
39. I am a good speaker.				



40. I am good in English grammar.					
41. I can express myself well in:					
• writing.					
• class discussions.					
• in front of the class.					
42. I like to study and do homework.					
43. I have a good memory.					
44. I keep and analyze my work and progress in each course.					
45. I apply what I have learned in one school course to my other subjects whenever appropriate.					

SCORING:

Now that you've completed the checklist, it's time to see how you score! Give yourself 4 points for every "Almost Always" answer, 3 points for every "Most of the Time," 2 points for every "Sometimes," and 1 point for every "Rarely." Add up your points and check the categories on the next page to see where you line up!

136-180 points: You have developed the study habits and skills necessary for academic success in college. You know how to organize and manage your time, how to set priorities, how to avail yourself of resources, and how to adapt your learning strategies to specific situations. You're ready to adapt your existing skills into the college context!

91-135 points: You have worked to develop a range of skills and habits that will facilitate your academic success in college. Review the checklist to see where you need to increase your strategies to fit into the "almost always" categories. Once you have determined the specific strategies that need improvement, set specific study skills goals for your first semester in college. Prioritize the essential study habits, reading habits, writing skills, note-taking, and school factors that need improvement.

46-90 points: Review the checklist to determine the specific habits and skills that you will need to use more than "rarely" or "sometimes." Academic skills take time and practice to develop, and to this point you have not practiced enough the skills and habits you will need to do well in your college classes. Work first on developing your time management and organizational skills. Create a study schedule for yourself by setting aside two to three hours of study time for each hour of class. For instance, if you are taking 16 credits (16 hours), you will need to devote between 32 and 48 hours per week developing your study habits and skills. After you have created the study schedule, work to develop the essential study habits, reading habits, and skills identified in section "C" of the checklist as well as the skills and habits in section "D" of the checklist. Visit www.studyup.net for additional tips and study strategies. You can also obtain academic support once you are in Hamline classes by calling the Center for Academic Services at 651-523-2912 to schedule an appointment with an academic advisor or the Director of the Writing Center, Tutoring, and Academic Skills Program.

0-45 points: You are at risk of struggling in your college courses. Get a jump-start before classes begin by visiting the following websites:

- www.hamline.edu/centerforacademicresources.php (click on the "Resources" link)
- www.studyup.net (review the "preparing," "learning," "studying," and "reading" links)
- <http://www.studyup.net/csl/databases/general/> (review general learning strategies)
- <http://www.hlc.hawaii.edu/self-assessment.htm> (take the College Readiness Inventory, the Learning Styles assessment, or the College Expectations Questionnaire)

Once classes have begun, you can schedule an appointment to discuss your results with any of the professional staff in the Center for Academic Services by calling 651-523-2912. We will be happy to help you set goals and help you prioritize the list of skills and habits that you will need to cultivate so that you can do your best in college.

The books listed below are three of the best resources available to help you learn how to study in college:

- Downing, Skip. *On Course: Strategies for Creating Success in College and in Life*. 5th ed. Boston: Houghton Mifflin, 2008. (As of June 2008, new copies from Amazon.com were \$25; used copies were approximately \$18 and up).
- Park, Walter, and Ross J.Q. Owen. *How to Study in College*. 9th ed. Boston: Houghton Mifflin, 2005. (As of June 2008, new copies were available from Amazon.com for \$72; used copies available for approximately \$42 and up).
- Wong, Linda. *Essential Study Skills*. 6th ed. Boston: Houghton Mifflin, 2005. (As of June 2008, new copies were available from Amazon.com for \$69; used copies available for approximately \$39 and up).

Hamline University
Center for Academic Services



Hamline.edu - STUDY HABITS AND SKILLS CHECKLIST





Am I Ready For College?

This survey will help identify areas that may put your at risk for college failure. There are no "right" or "wrong" answers... just to be as truthful as you can.

Check the best answer for each statement:

TEMPERAMENT: My personality

	Really True	Sort of True	Not True
I easily get frustrated, give up easily			
I am highly sensitive, prone to worry and anxiety			
I am extremely obsessive about things			
I overreact to problems, disappointments, and failures			
I am excessively shy, slow to warm up to new situations and people			
I have a very hard time adjusting when things change			
I get very moody, negative, seem unhappy most of the time			
I have significant difficulty persisting to complete things I have started			

READINESS SKILLS: My abilities

I have difficulty understanding what others say			
I have difficulty expressing myself and maintaining conversations			
I don't read social cues and struggle to maintain friendships			
I don't like to read and I struggle to understand/remember what I read			
I have problems taking notes			
I have extreme difficulty remembering things I have studied			
I have difficulty developing a well organized and clearly written paragraph, paper, theme			
I have underachieved for my ability level			
I am unable to manage money responsibly			

ATTENTION: My ability to focus and regulate my behavior

I feel sleepy much of the time, struggle to stay alert when studying, reading, etc.			
I make a lot of careless errors			
I make impulsive decisions about drinking, using drugs, having sex, or driving			
I require excessive structure and reminders to complete homework, study for tests, and complete projects in a timely fashion			
I cannot solve problems on my own			
I easily get distracted and struggle to sustain my focus			
I fail to check over work to make sure it is right			
I don't recognize when my behavior is inappropriate			
I have significant difficulty exerting self control over my behavior			
I frequently skip or fail to go to class			
I struggle to process information and generate a response in a timely fashion			
I procrastinate and put off things until the last minute			
I have difficulty remembering and following through with directions			
I am disorganized, frequently forget and misplace things			



NEUROMATURATION: My physical abilities

	Really True	Sort of True	Not True
I seem very susceptible to illness, gets lots of colds, flu or other infections			
I am extremely overweight or underweight, have an eating problem			
I have a hearing or vision problem that is not being treated			
I have difficulties falling asleep, staying asleep or waking up on time			

STRESSES: Challenging circumstances in my life

I have a chronic health problem requiring me to comply with ongoing treatment			
I have a mental health problem requiring me to comply with ongoing treatment			
I struggle to remember to take medication or other treatments			
I have had problems related to drinking or drug use			
I have had an IEP or 504 agreement in elementary or secondary school			
I am involved in a dysfunctional relationship (with parent, sibling, or boyfriend/girlfriend)			
I have never spent time away from home			
I have been involved with the law			

ATTITUDES: My values

I don't value academic success			
I struggle to prioritize responsibilities over having fun			
I lack a set of beliefs to guide my behavior or decisions			
I am overly dependent upon others to do things for me			
I take parental financial support for granted, I don't plan to contribute to college expenses			
I don't see value in having a support system to turn to when problems arise			

COMPARISONS: My standards

I struggle to accept I that have any problems			
I have low self esteem, seem depressed			
I am struggle to speak up for myself			
I don't take responsibility for my behavior			
I struggle to maintain healthy routines for sleeping, exercise, eating, & personal hygiene			
I lack motivation and don't have a strong work ethic			
I am extremely judgmental of others			
I have unusual thoughts or rituals			
I have thoughts about harming myself or have considered suicide			
I have wide swings in my moods			

TEMPERAMENT: Significant others in my life

I have had extreme clashes with a peer, roommate, teammate, boyfriend/girlfriend			
I have had extreme clashes with a teacher, coach, instructor, or other authority figure			

Interpretation: Answering "really true" to any one of the statements or "sort of true" for three or more of these statements suggests you may be at risk for having problems at college and could benefit from some type of help. Reach out to your parents, guidance counselor, teacher, physician, or a mental health professional now!

Name of Student: _____ Date Completed: _____



TheWellbeingCenter.com - AM I READY FOR COLLEGE- IS MY CHILD READY FOR COLLEGE



Going to College

Overview | My Place | Campus Life | Planning for College | My Portfolio

1 My Place

Introduction

My learning style
Knowing my strengths
Exploring my interests
Accepting my disability
Setting my goals
My advocacy plan
Activities

Top 10 tips
REACHING MY GOALS
Teacher's toolbox

Introduction

So, you've been told it's time to start thinking about college. But where do you start? Google? YouTube? Word Report? Well those are great places, but the best place to start is with you.

Before you can find the college that fits you best, you need to take some time to get to know yourself. (We're not talking about favorite colors and foods, but rather your abilities, strengths and values. Learn about your disability and set some goals -- this knowledge will empower you to talk with people about what you want and need as you finish high school. Knowing yourself will help you choose a major and a career path, which will ultimately help you find the college right for you.

Get started!

Start by watching the introduction video. Then it's on to "My learning style!" and the other sections of **My Place**, working your way to "My advocacy plan." Finally, take a look at the "Top 10 tips" for a quick review and click on "Reaching my goals." Once through these steps, it will be time to fill out your goal sheet for **My Place**.

Here's a quick glimpse of My Place

1. **My learning style** - Find out how you learn best. This knowledge will be very helpful when you are picking out your college classes, learning new information and studying for your tests.

Camden 10.2.12



GOING-TO-COLLEGE.ORG - PREP FOR HIGHSCHOOLERS WITH DISABILITIES



Going to College

Overview | My Place | Campus Life | Planning for College | **My Portfolio**

Portfolio: Campus Life

Use the following list of activities as a guide for organizing your portfolio. Many of these activities have worksheets for you to complete, save and refer to throughout the college process. Place the completed documents in your portfolio behind your 'Campus Life' tab.

Faculty expectations

- Download the [Getting to Know My Professors worksheet](#) and e-mail it to become a common way to communicate with faculty members outside of class. Write a short e-mail to a class professor asking the professor for the course text information. Be sure to put the class name and identification number in the subject line. The style for the e-mail should be business like with full sentences, proper grammar and no abbreviations. Always thank the professor for their time, consideration or response. Include your full name in the e-mail with additional contact information as necessary.

Getting accommodations

- Put a stamp of interest and research the accommodation process (both on-line, visit the school, etc.) Record this information in your portfolio.

Sharing my disability

- Complete the [Talking to My Professors worksheet](#) and place it in your portfolio. On this sheet, you will learn some steps you can talk with your professors about your accommodations.

Getting good grades

- Complete the [Time Management Worksheet](#). Also, put your completed Worksheet in your portfolio.

Exploring technology

- Complete the worksheets in 'Yes, Can I Do That?' Then discuss the results with your

My Place
Campus Life
Planning for College
My Profile



IDEAS

Gap year

Transition or bridge programs (Dual Enrollment)

Pre orientation programs

Orientation programs

Pre college summer preparation programs

Pre probationary programs (2.0 – 3.0 GPA)



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Successful Students

Understand and accept their disability

Know what does and does not work

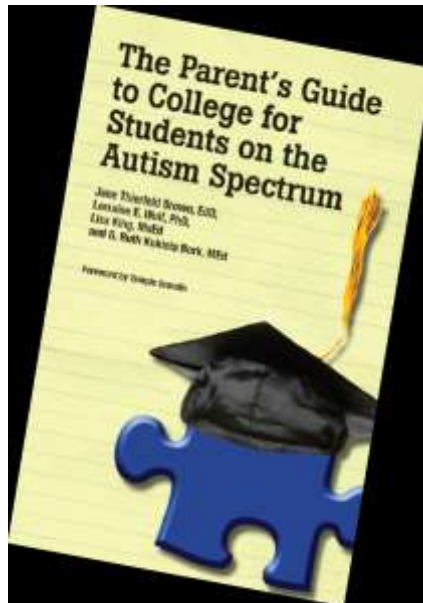
Possess good regulatory skills

Are internally motivated

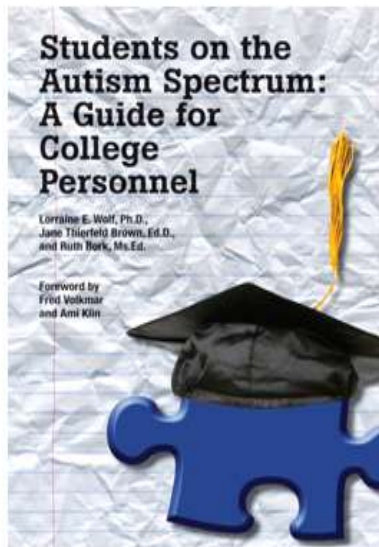
Excellent self-advocates



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Questions and Comments

Thank you for coming

Jane Thierfeld Brown

www.CollegeAutismSpectrum.com