

# College Students in Animation and Art or Other Technology Disciplines

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# The Artist

- John Williams, Collage Artist
- [JohnWilliamsFineArt.com](http://JohnWilliamsFineArt.com)



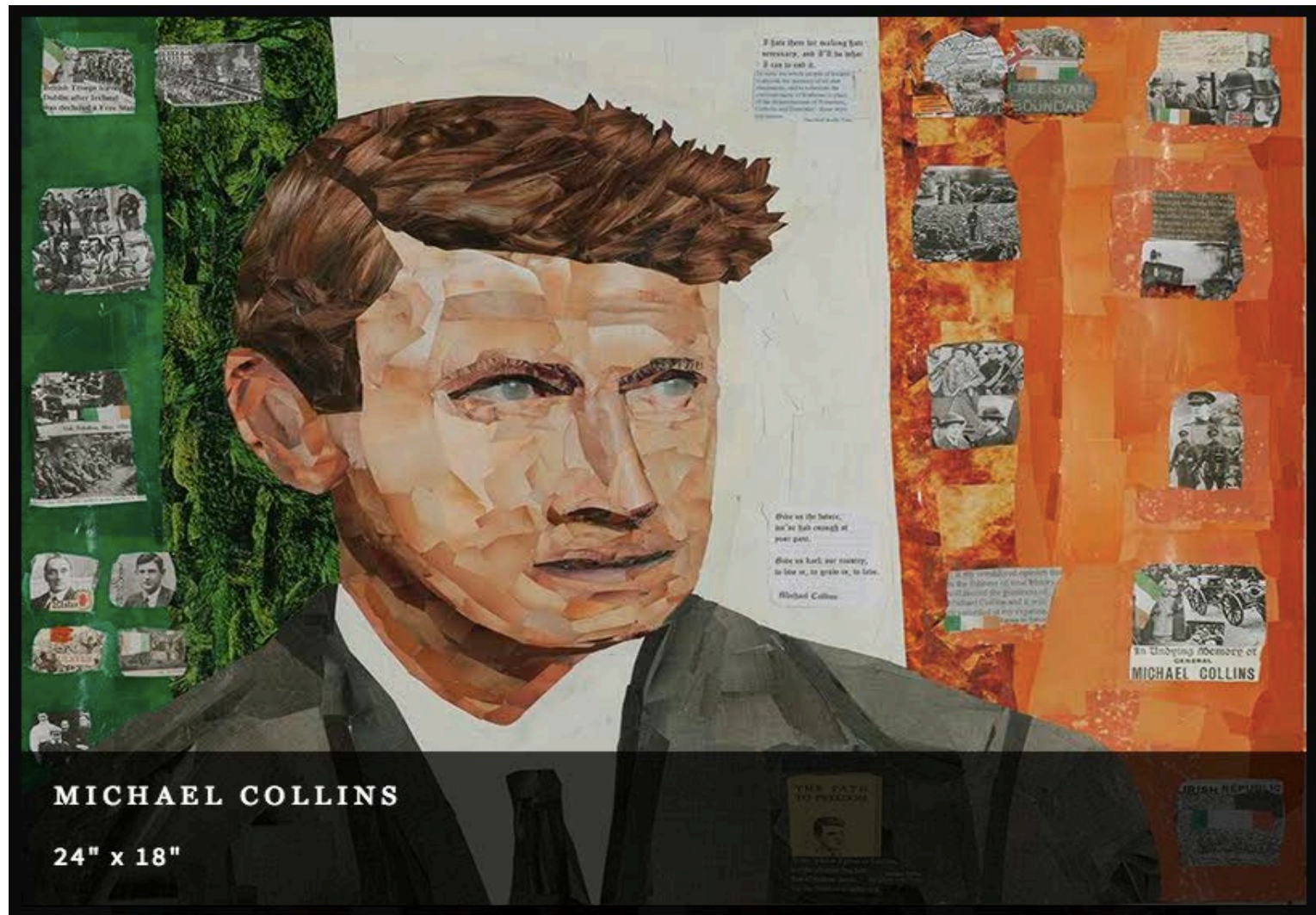










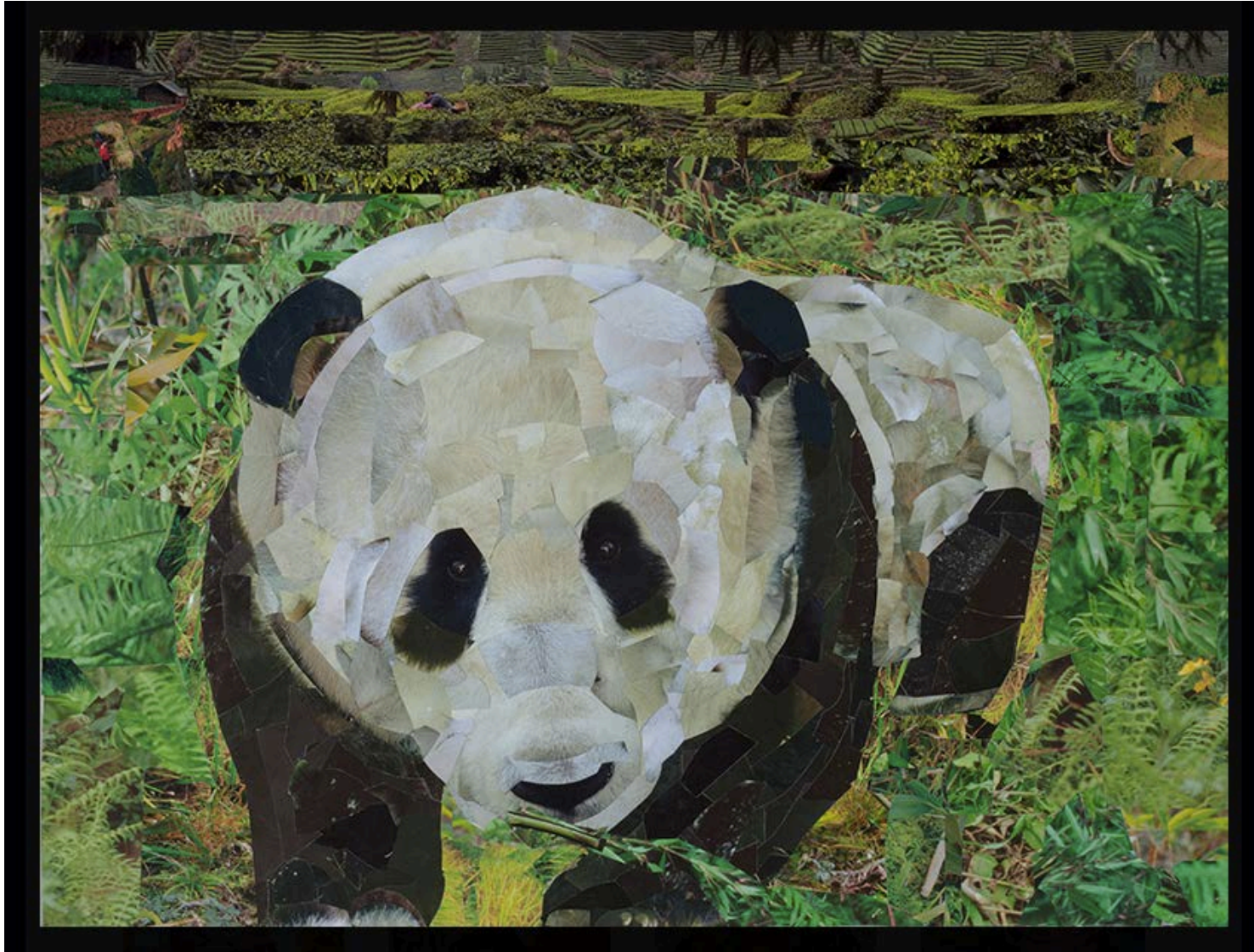












# College and Career Readiness

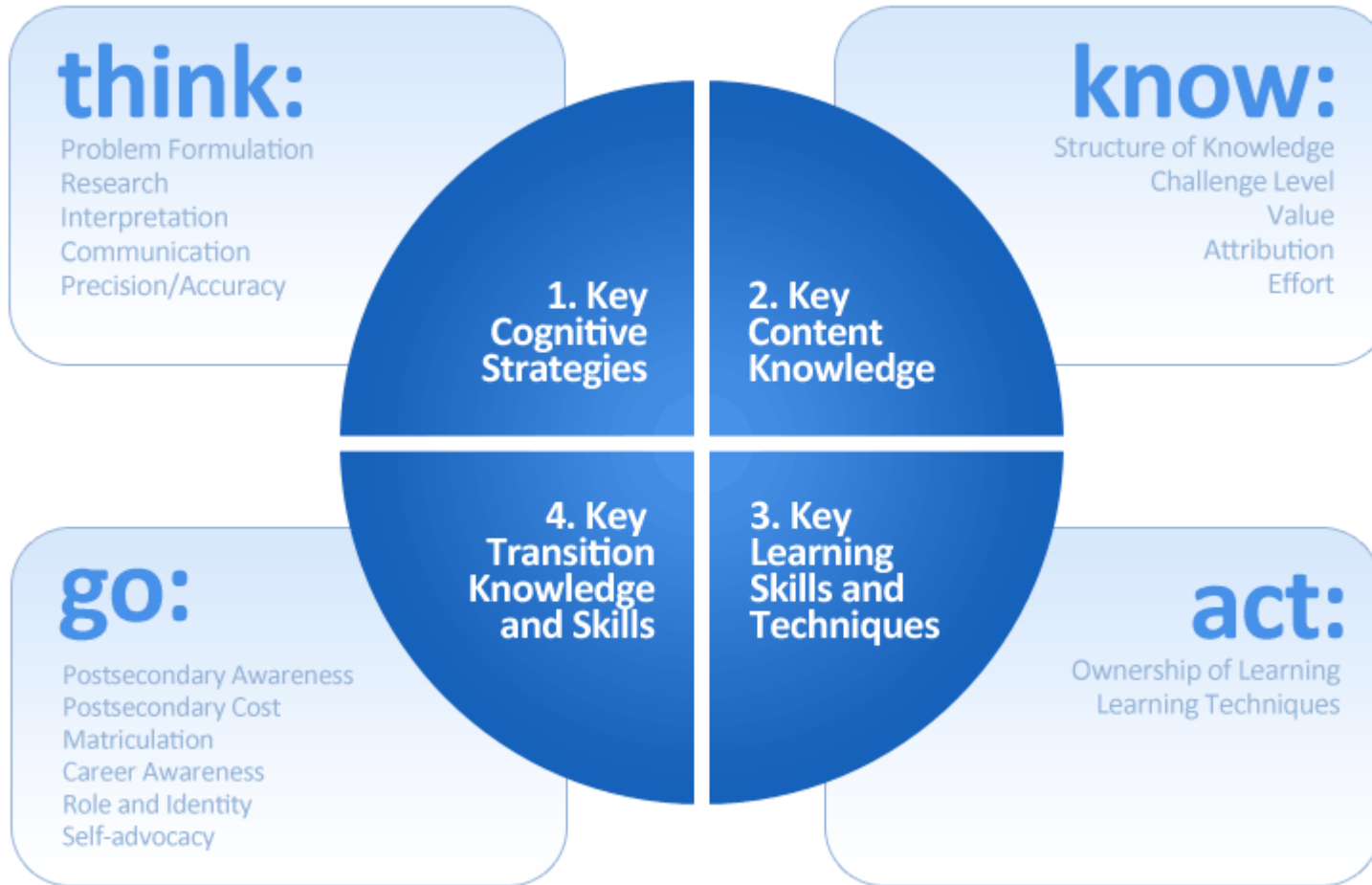




# Redefining Readiness

David Conley- University of Oregon

Center for Educational Policy and Leadership



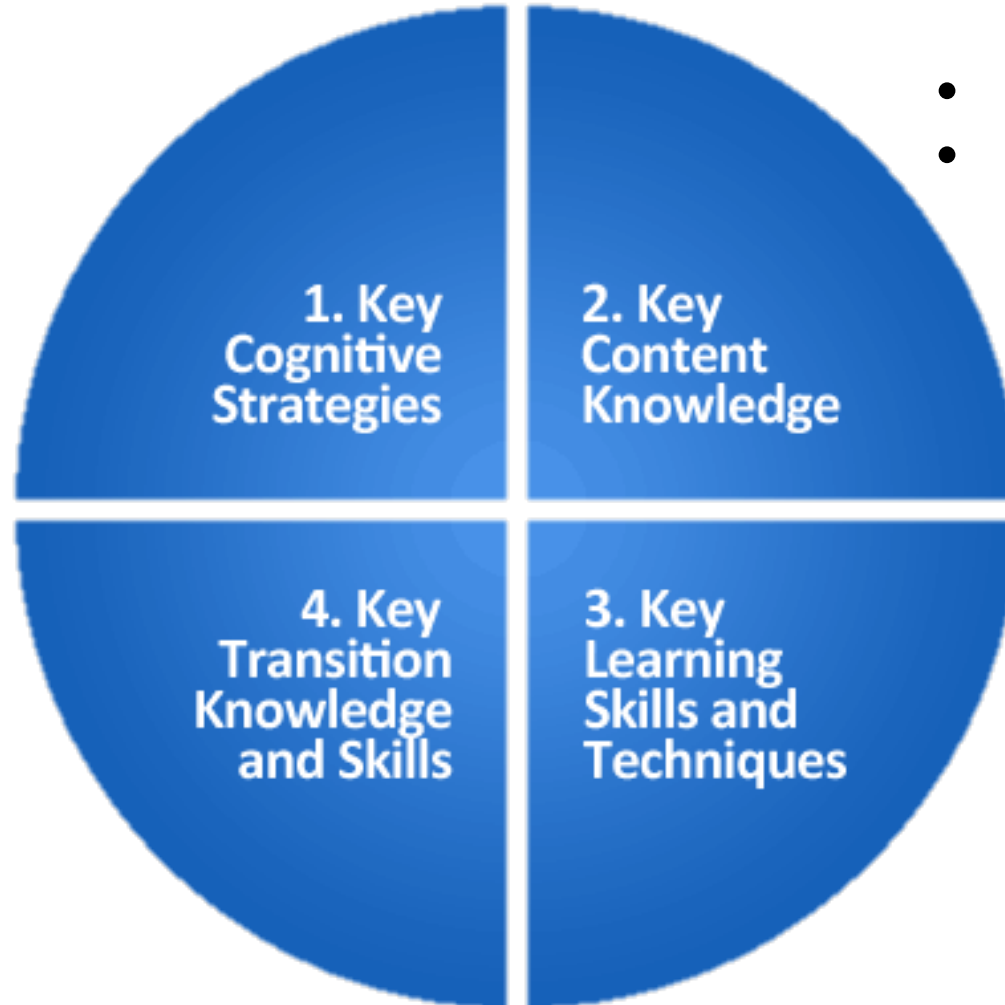
EPIC Educational Policy and Improvement Center

<http://evergreen.edu/washingtoncenter/docs/conleycollegereadiness.pdf>

# Redefining Readiness

David Conley- University of Oregon  
Center for Educational Policy and Leadership

- openness
- curiosity
- analysis
- problem solving
- critical thinking

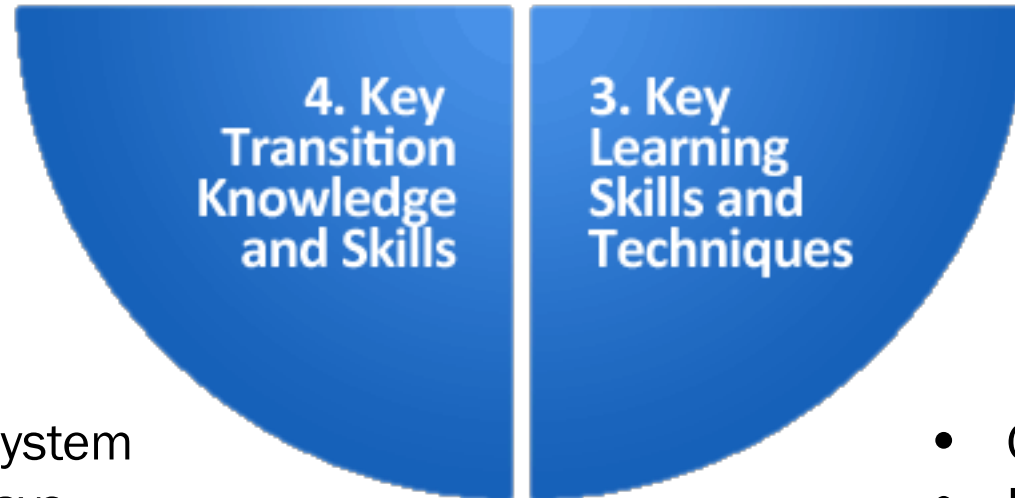


- Core subjects
- Technical knowledge



# Redefining Readiness

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Center for Educational Policy and Leadership



- educational system
- career pathways
- college/workforce norms and expectations

- Goal setting
- Persistence
- Self-awareness
- Help-seeking
- Time management
- Self-monitoring

# Key Learning Skills and Techniques

- Self-Care
  - Stress/Anxiety/Frustration
  - Medication
  - Hygiene
  - Sleep



# Key Learning Skills and Techniques

- Academic skills
  - Notetaking
  - Study skills
- Self-Management
  - Focus
  - Initiation
  - Manage time
  - Prioritize and Plan

# Key Transition Knowledge and Skills

- Norms/Expectations
  - Classroom
  - Office
- Self-Advocacy
  - Help Seeking Skills
  - Understanding of Self
  - Self-Accommodate



# Key Transition Knowledge and Skills

- College and Career Awareness
  - Understanding of requirements
  - Interests
  - Aptitudes
  - Job fit
  - Job prospects

# College Support For Students with ASD in Animation and Arts Programs

# Standard College Accommodations offered by Disability Services offices

- Extended time on exams
- Distraction-reduced testing environment
- Note-taking assistance
- Textbooks in alternative format
- Adaptive technology



# The challenge...



# Classroom Comparison

## Typical Classroom

- Lecture style
- Traditional seating
- Instructor at front of room
- Clear syllabus with textbook information, schedule, grading procedures, etc.
- Read the text, take notes, take exams, write papers
- May involve some group work or group paper

## Studio Classroom

- May include announcements at the beginning about the class session or assignment, and intermittent discussion throughout
- Varied seating which may constantly change
- Instructor moves throughout the room with no set “front of room”
- Syllabus may be vague
- Hands-on and includes instant feedback
- May involve some group work

# Challenges Students May Face in a Studio Classroom

- ▶ Problems with executive functioning (organization, assessing priorities, time management, coping with stress, maintaining motivation)
- ▶ Issues understanding assignment/project expectations
- ▶ Inflexibility makes changes to assignments distressing
- ▶ Low tolerance for frustration while attempting to learn a new concept
- ▶ Difficulty problem solving/making decisions

(continued)



# Challenges Student May Face in a Studio Classroom

- ▶ Becoming overwhelmed/over-stimulated easily
- ▶ Difficulty seeing other points of view
- ▶ Difficulty asking questions, asking for clarification, or asking for help
- ▶ Hard time grasping larger context/abstract concepts due to interpreting things literally

# Potential Erratic Behavior Triggers

- ▶ **Unexpected Changes** (class cancellation, furniture rearrangement, office hours switch, fire drill)
- ▶ **Sensory Stimuli** (strong odors, bright colors/busy patterns, uncomfortable seating, loud/distracting noises, room temperature)

# One College's Story...



# Scenario:

- ▶ The art studio is a chaotic environment. People listen to music, the instructor moves through the room, offering critiques over student shoulders. Students are up and moving all around the studio to clean supplies, get new supplies, etc. A few students are overly sensitive to all of the stimulation. What can be done to help make the environment more accessible to these (and all) students?

# Scenario:

- ▶ Student has an intense interest in Disney and does not receive any criticism about Disney well. In fact, he doesn't receive criticism about anything well. He is academically talented, and earns almost a 4.0 each semester. How do you continue to work with him as he progresses through your program?

# Scenario:

- ▶ In one animation class, all students were being critiqued on their most recent work. John, who was very proud of his work and believed it to be the best in the class, received constructive criticism that he found hard to hear. His response was go lie on the floor and do an inchworm dance/movement. The whole class witnessed this and the instructor had to navigate this situation. What would you do to help the student handle constructive criticism?



# What did we do?

- ▶ Physical space
- ▶ Equipment
- ▶ Faculty training
- ▶ Syllabus/Course redesign
- ▶ Life Skills Coaches
- ▶ Cross-campus administration/faculty trainings

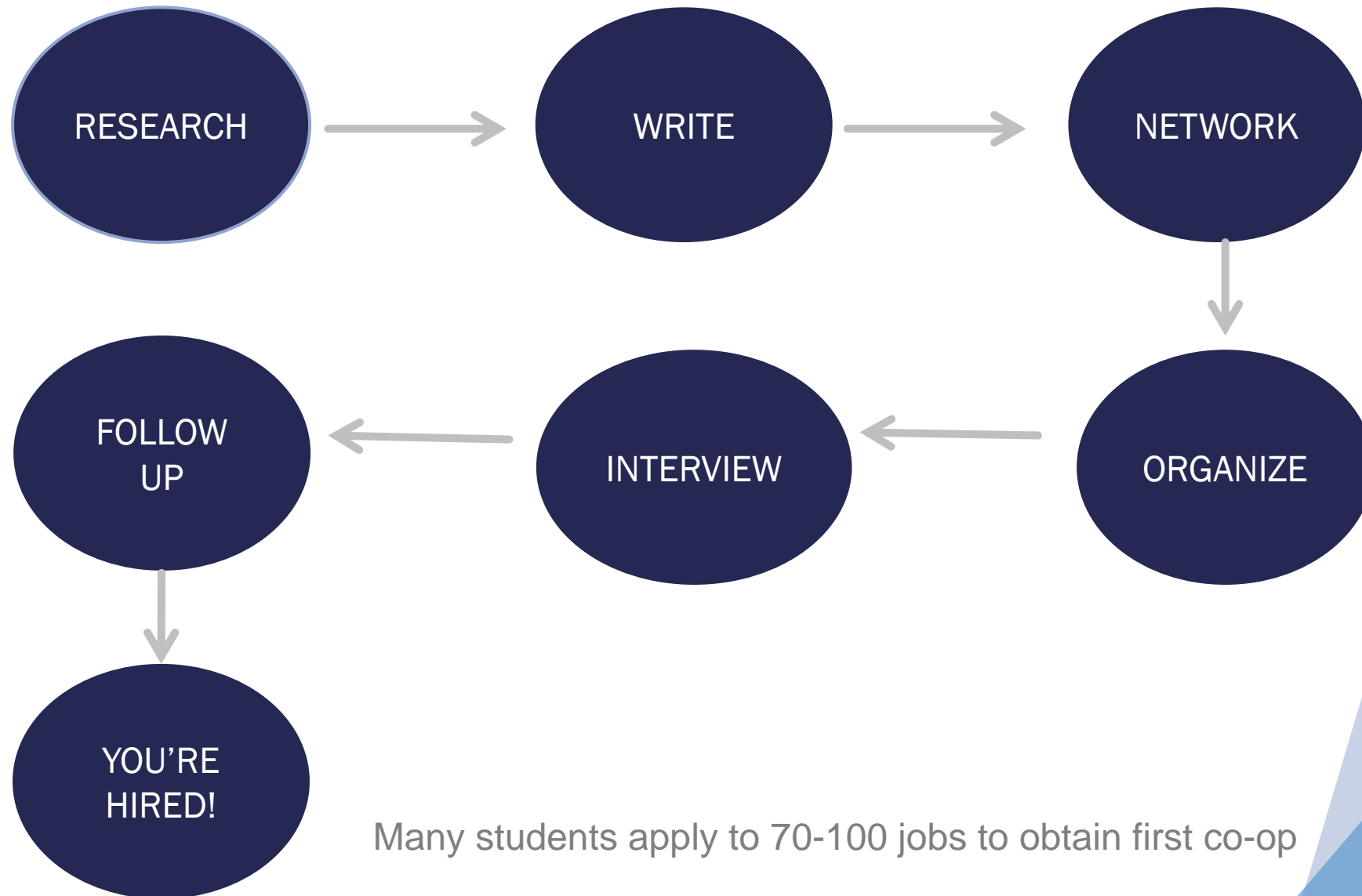
# What have we learned?

- ▶ Importance of resiliency
- ▶ Addressing the perfection complex
- ▶ Faculty are the first line of defense
- ▶ Addressing poor executive functioning skills in the classroom is key
- ▶ Self-Advocacy so that students can be successfully employed



# **Job Search Support for Job Seekers with ASD**

# Job Search Process



Many students apply to 70-100 jobs to obtain first co-op



# PREPARATION

- EXPLICIT DETAIL
- PRACTICE
- FEEDBACK
- BUILD SKILLS AND CONFIDENCE
- INDIVIDUALIZED
- CONSISTENT AND STEADY

# DECODING

- JOB DESCRIPTIONS
- INTERVIEW QUESTIONS
- IDEAL WORK ENVIRONMENT

# PRACTICE

- 60 SECOND COMMERCIAL
- INTERVIEWING
- NETWORKING

# FEEDBACK

- HANDSHAKE
- BODY LANGUAGE
- DRESS
- MOCK INTERVIEWING
- PORTFOLIO

# EXPOSURE

- MEET AND GREETINGS
- TOURS
- JOB FAIRS
- NETWORKING
- MOCK INTERVIEWING
- ON-CAMPUS EMPLOYMENT



# DISCLOSURE

➤ WHEN?

➤ WHO?

➤ HOW?

# TRAINING EMPLOYERS

- Recruiting
  - Strengths of Job Seekers with ASD
  - Job titles and descriptions
- Interviewing
  - Avoid hypotheticals
  - Show and tell

# TRAINING EMPLOYERS

- Onboarding
  - Mentoring
  - Accommodating
- Managing
  - Communicating
  - Feedback (I notice that...)
  - RIT SOS

# Hiring on the Spectrum Employers Guide and Video

HIRING ON THE SPECTRUM