

Is This Person Ready to Be a College Student: Creating a Ramp not a Cliff

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College 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 (we think)

- Grades in college prep courses
- Strength of HS curriculum
- Admission test scores
- Grades in all courses



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>

It's even more than that...

Self advocacy

Self-Management

**College
Just Ahead**

"We make the erroneous assumption that high schools are getting students ready for college, and they're not really. ... That's not their primary task. High schools do a wonderful job of getting students ready to graduate from high school."

Dr. Gerard Hoefling, Drexel University

<https://www.vox.com/2015/5/14/8594375/high-school-sets-up-autistic-kids-to-fail-in-college-heres-how-to-fix>

Where Have Families Been?

- Getting a diagnosis
- Coming to grips with the diagnosis
- Securing Services (IEP/IDEA/)
- Parent as Advocate & CEO
- Elementary and Secondary School
- The Decision
- The Search (choosing and getting a college)



At Graduation It All Changes!

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

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A Parent email....

- My son is a freshman at State U. He is studying to be a genetic engineer. He has often complained that the teachers are expecting him to do the same course work load that everyone else is. The only other resources that are being offered to him is note takers (he can't always count on that) and taking his tests away from the class with extended time. **He has Aspergers and they are wanting him to write all the same amount of essays as everyone else. Plus keep up on the rest of the course load.** How can I get him more help? The disabilities services there are in agreement with the teachers. Thank you for any help or advice you can give me.



Email from a parent 3/6

- Some things we're concerned about are:
 - Housing (roommate/suite-mates match. Also, at UArt (his 2nd choice for now) students are not guaranteed campus housing in 3rd & 4th year. He would do best with on-campus housing & meal plan for all 4 years).
 - Poor coordination which may effect his performance in some art assignments (scissor/matt knife use, ruler-use, gluing 3D work together cleanly, etc).
 - Navigating his new environment, and knowing what to do (registering for classes, etc).
 - Putting in the needed hours of homework in art to keep up with the other students. He doesn't seem to grasp that good artwork takes a lot of time to create.
 - Reminders to clean his room & wash his clothes.
 - Help with making friends, and not staying alone in his room on his computer.



Who is the Driver?



- High School
 - Parents/Guardians
 - Teachers
 - Counselors
- College
 - The Student



Challenges for Parents

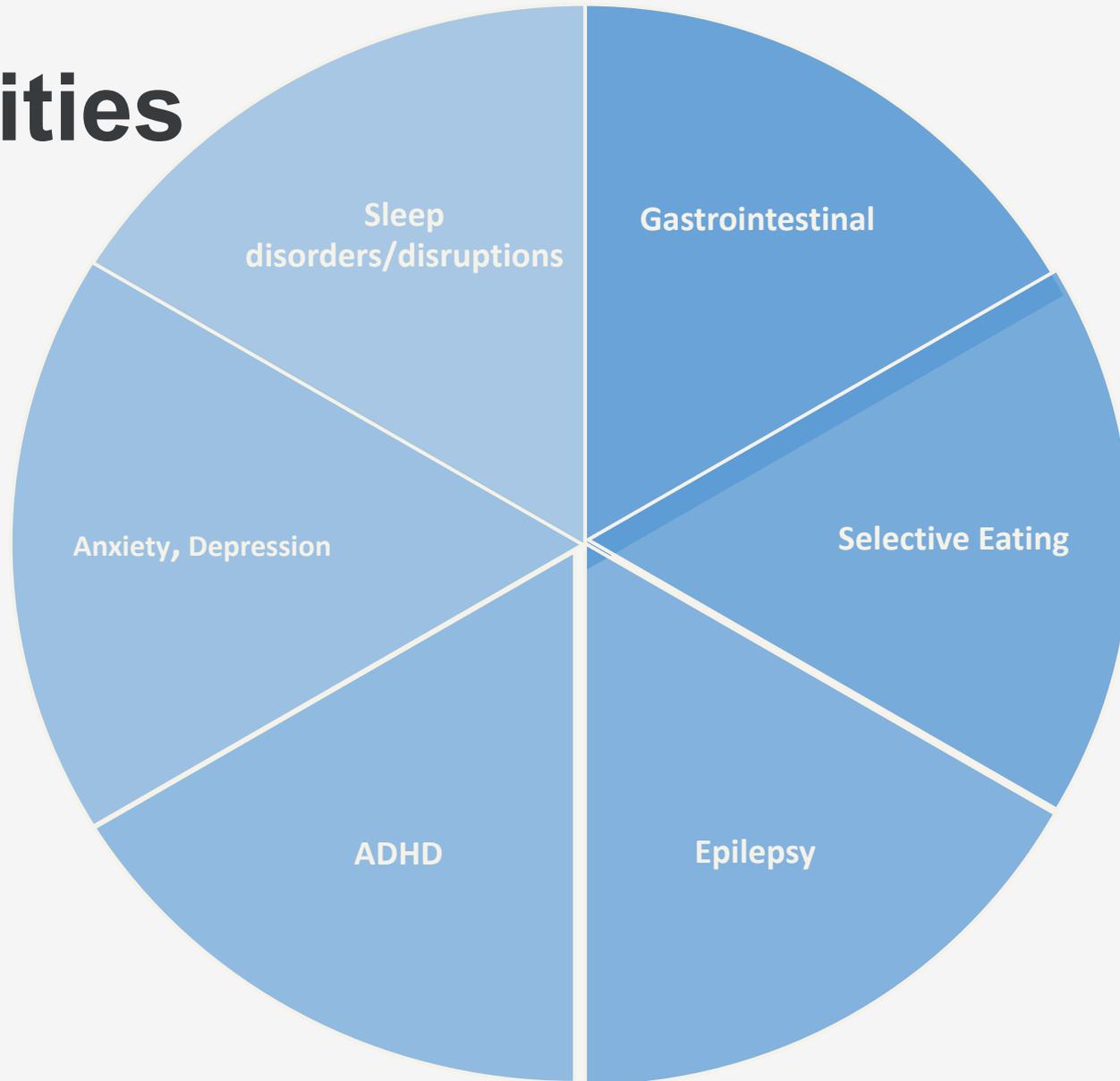
- Who is going to wake him up?
- Limited access (FERPA)
- What about vulnerability?
- But that course was waived in H.S.
- Can't you make her.....
- Maybe we shouldn't have taken the diploma

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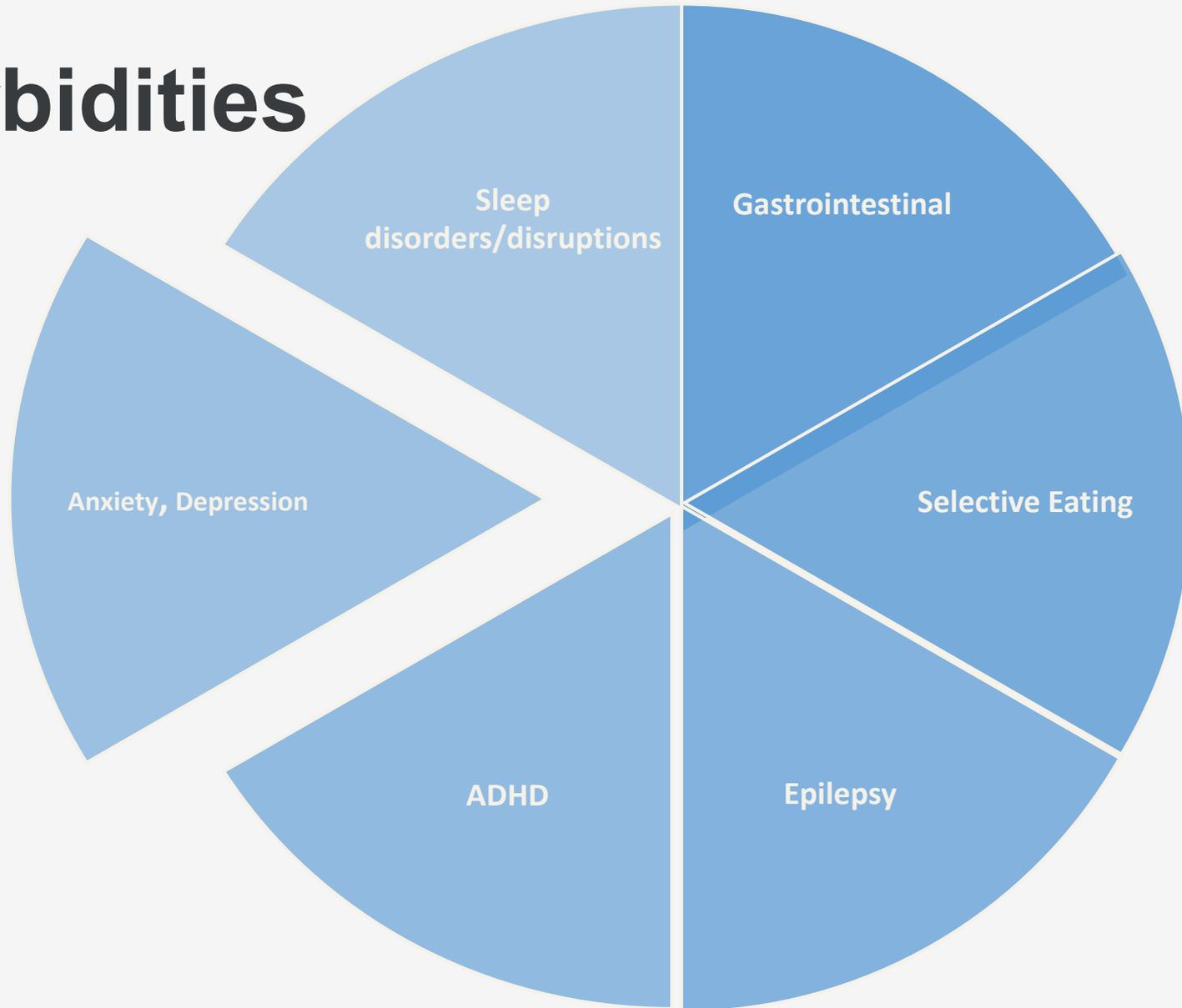


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Comorbidities



Comorbidities



Autism is a Disability of Trust

Prizant, B. M., & Fields-Meyer, T. (2015). *Uniquely human: A different way of seeing autism*. New York: Simon & Schuster.



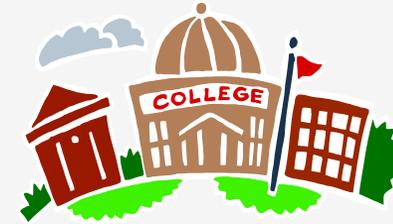
The opposite of anxiety isn't calm
it's trust



HS 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



Accommodations to eliminate (or fade) for college transition:

- 1. Study Guides
- 2. Extended (or no) deadlines
- 3. One-to-one aides
- 4. No Group Work
- 5. All homework done in school



Breaking down large assignments into meaningful parts (55%)

Carrying on conversations with peers (55%)

Study Skills (50%)

Identifying clubs/social groups of interest (46%)

Finding strategies for initiating work/ Motivating myself to do work (41%)

Student Self-Identified Areas of Need

How can schools teach study skills?

How are SDIs assessed and continued/ discontinued?

How can students participate in (direct) their IEP meetings?

How can schools teach problem solving?

How can schools support self-discovery?

THE REAL QUESTION

- **ARE PARENTS READY TO ALLOW THEIR STUDENTS TO TRANSITION TO THIS NEXT STEP?**



Parents

In order to ease them out...

First bring them in.



Parent Orientation

The Bachelors Degree is not the goal...

The goal is independent successful adulthood.



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



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



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





Am I Ready For College?

This survey will help identify areas that may put you 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			



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





Going to College

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? U.S. News & World Report? Well those are good 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 dreams, 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**.



Duration: 0:01:39

[Transcript »](#)

Here's a quick glimpse of My Place

- Ⓜ **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.



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

Strategies:

White boards

Planner/Calendar

Organization and Computer



LAWS
you need to
KNOW



	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



Prepare Student to Discuss All of the Following

- Impact of diagnosis on academics
- Housing issues
- Hygiene or self care
- Med management
- Dietary issues
- Stress tolerance in general
- Transportation
- Behavior and conduct issues



Gaining Readiness

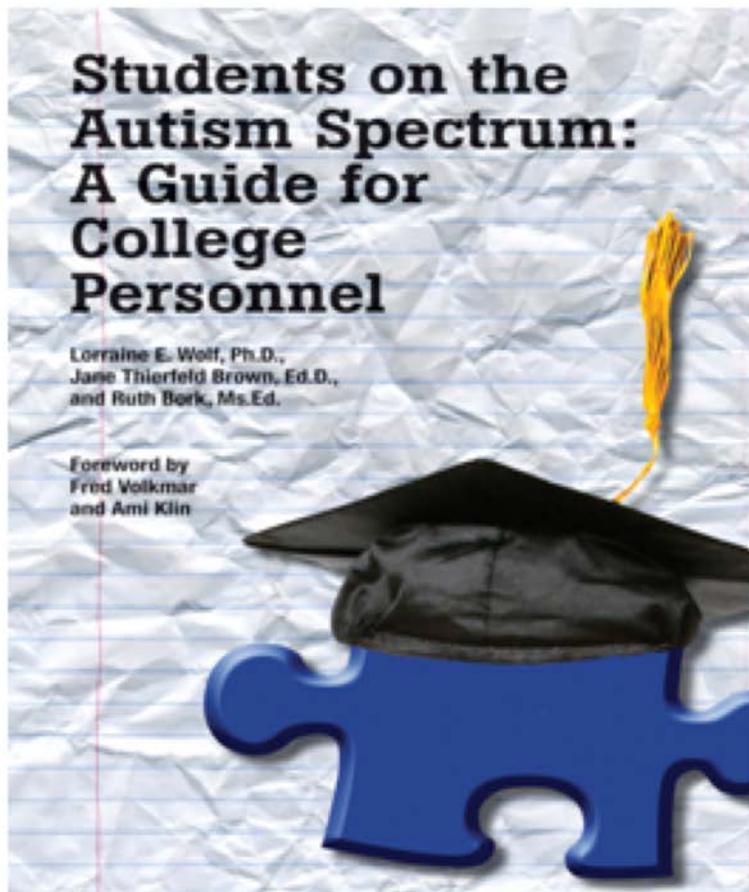
- Take generals at Community College
- Consider 18-21 programs
- Enroll in summer bridge program
- Live at home first year
- Access additional community resources
- Get help with independent living skills



Successful Students

- Understand and accept the disability
- Know what does and does not work
- Possess good regulatory skills
- Are internally motivated
- Excellent self-advocates





STUDENTS WITH ASPERGER SYNDROME
:A Guide for College Personnel

Lorraine E. Wolf
Jane Thierfeld Brown
G. Ruth Kukiela Bork

**アスペルガー
症候群の
大学生**

教職員・支援者・親のための
ガイドブック

● ロレーヌ・E・ウォルフ
ジェーン・ティアフェルド・ブラウン [著]
G・ルース・クキエラ・ホルク

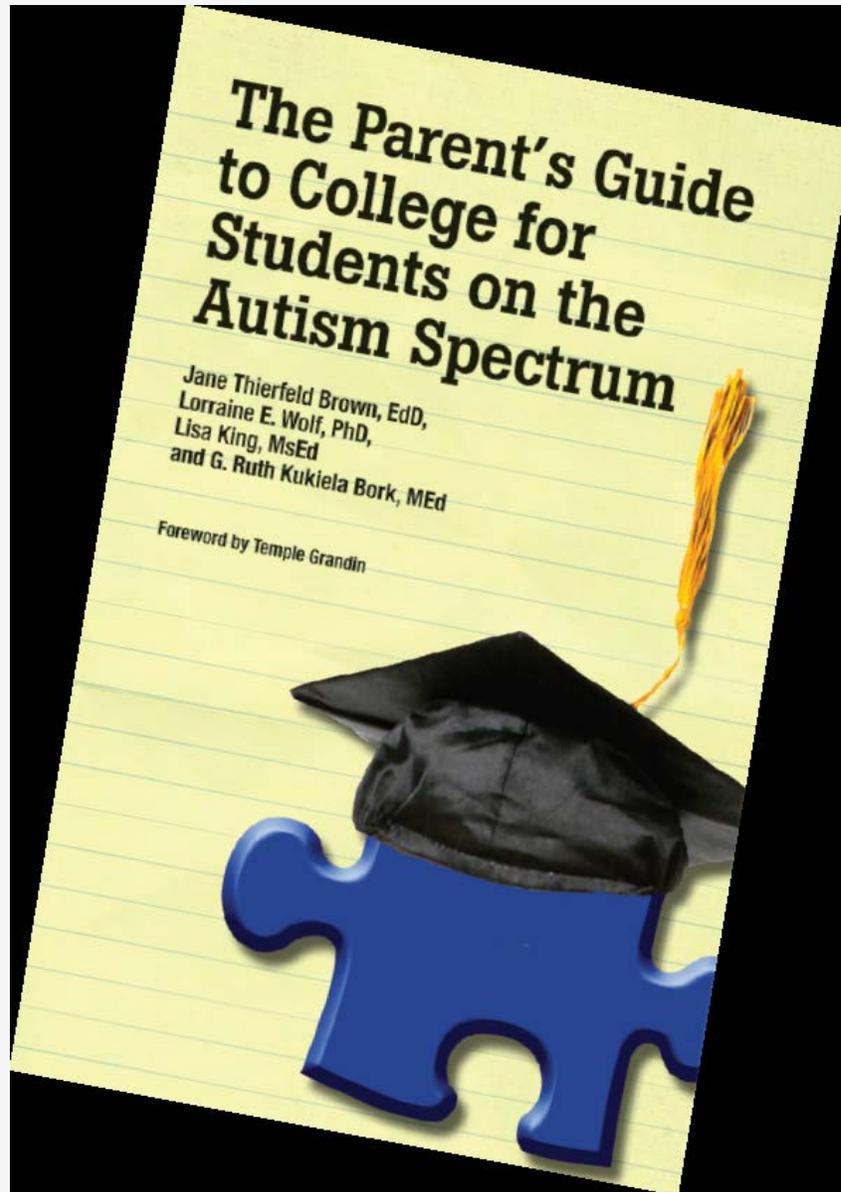
Fujikawa Yoko
藤川洋子 [監訳]

Watanabe Satoko
Motoyama Mayumi
渡邊哲子 [訳]
本山真弓 [訳]

困った大学生の対応に悩む教職員のみなさんへ…
この本はまた、親御さんやご家族、友人や先生など、
アスペルガー症候群の学生を支援しようとするあなたにとっても、
有益なリソースになることと思います。(日本語版刊行に寄せて)より

**アスペルガー
理解の決定版!**

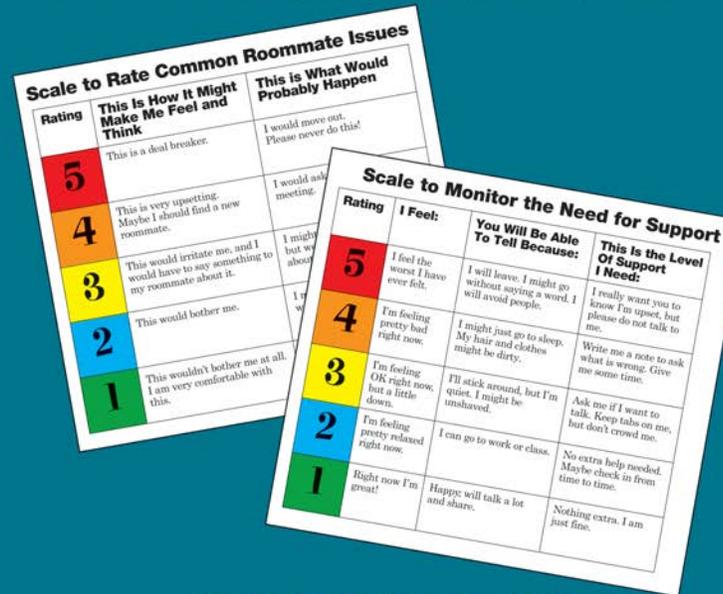
日本評論社



Social Behavior and Self-Management

5-Point Scales for Adolescents and Adults

This award-winning tool now expanded for adults!



**Kari Dunn Buron, MS
Jane Thierfeld Brown, EdD
Mitzi Curtis, MA
Lisa King, MEd**

Foreword by Stephen Shore, EdD

COLL

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THANKS FOR COMING

Questions and Comments

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