

College Students with Autism

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P.L. 94-142
Education for All
Handicapped Children Act (EHA)

- Congress recognized the necessity of special education for children with disabilities and was concerned about the widespread discrimination.
- *The Education for All Handicapped Children Act (EHA)*, Public Law (PL) 94-142 (1975)

Six Principles of IDEA

- Zero Reject
- Free Appropriate Public Education
- Protection in Evaluation
- Least Restrictive Environment
- Procedural Safeguards
- Parental Participation

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Six Principles of IDEA

Principle of IDEA	Requirement
Zero Reject	Locate, identify, & provide services to all eligible students with disabilities
Protection in Evaluation	Conduct an assessment to determine if a student has an IDEA related disability and if he/she needs special education services
Free Appropriate Public Education	Develop and deliver an individualized education program of special education services that confers meaningful educational benefit.
Least Restrictive Environment	Educate students with disabilities with nondisabled students to the maximum extent appropriate.
Procedural Safeguards	Comply with the procedural requirements of the IDEA.
Parental Participation	Collaborate with parents in the development and delivery of their child's special education program.

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Categories of Disability

- Autism (added in 1990)
- Deaf-Blind
- Deafness
- Hearing Impairment
- Mental Retardation
- Multiple Disabilities
- Orthopedic Impairments
- Other Health Impaired
- Emotional Disturbance
- Specific Learning Disability
- Speech and Language Impaired
- Traumatic Brain Injury (added in 1990)
- Visual Impairment including Blindness

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Special Education

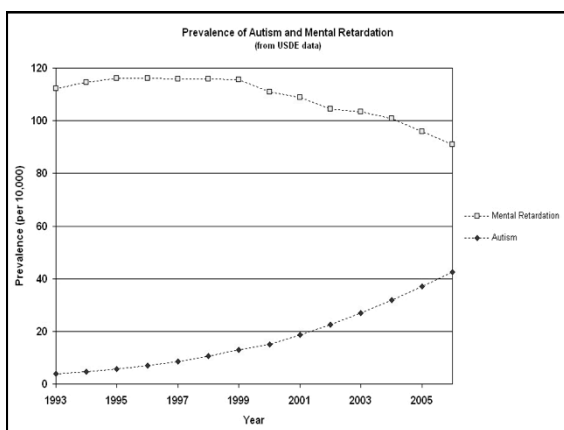
- Must have 1 of 13 disabilities
- Must need specially designed instruction (later written in an IEP)
- Transition Planning should begin at 14 (must occur by 16)
- IDEA does not follow students to college

Overview of ASD

- Neurodevelopmental disorder:
 - **Brain-based:** affects multiple brain areas and neural systems
 - **Pervasive:** results in delays across multiple skill areas
- Autism is a **SPECTRUM DISORDER**:
 - Great variation in the 'expression' of autism symptoms resulting in wide range of characteristics displayed among those with ASD
 - Genetic component
 - Prevalence of ASD is higher in biologically related siblings by a 1:6 recurrence risk compared to non-affected families

Prevalence

- 1/68 current estimate by CDC
- Boys: 1/42; Girls: 1/189
- Autism more prevalent in males by 4:1 ratio
- Tenfold increase in past 40 years
- most of this increase has been accounted for by changes in diagnostic



DSM-IV TR Subtypes

(From 1994 to 2013)

- Pervasive Developmental Disorder:
 - Autistic Disorder
 - Asperger's Syndrome
 - Childhood Disintegrative Disorder
 - Rhetts's Syndrome
 - PDD-NOS

DSM-V Criteria

(As of 2013)

- One Broad Category: Autism Spectrum Disorder
 - with varying levels of severity, based upon levels of support required
- Two Diagnostic Subcategories:
 - Social Communication & Social Interaction
 - Deficits in social-emotional reciprocity; deficits in nonverbal communicative behaviors used for social interaction; deficits in developing/maintaining/understanding relationships and in adjusting behaviors to fit varying social contexts
 - Restricted, repetitive behavior, interests, activities
 - Stereotyped or repetitive motor movements, use of objects/speech; insistence on sameness, adherence to routines, ritualized patterns of verbal/nonverbal behavior; restricted/fixated interests abnormal in intensity/focus; hyper/hypo-

People First Language



"People First Language puts the person **before** the disability and describes what a person **has**, not who a person **is**."

"Old and inaccurate descriptors perpetuate negative stereotypes and generate an incredibly powerful attitudinal barrier – the greatest obstacle facing individuals with disabilities."

"People First Language reflects good manners, not 'political correctness' and it was started by individuals who said 'We are not our disabilities'."

Kathie Snow. (n.d.) A few words about People First Language. *Disability is Natural*. Retrieved August 1, 2012 from <http://www.disabilityisnatural.com/images/PDF/pflsh09.pdf>

What Makes College Different?

- Moving away
 - Living independently
 - Newfound freedoms
 - Lack of connectedness with teachers
- These are difficult changes for all teenagers coming to College.

Difficulties for Students with Autism

(These will be different for every student)

- Transition may prove more difficult for students with autism
- The 'safety net' in college for individuals with autism is significantly weaker (ASAN, 2011)
 - Less support if in SPED in High School
 - Annual IEPs
 - Case manager monitoring progress
- This disability is not as obvious to faculty as other disabilities
 - Accommodations (or info about services) may not be provided

Difficulties for Students with Autism

(These will be different for every student)

- Students with autism may arrive to campus with a diagnosis (Langford-Von Glahn, et al, 2008; VanBergeijk, 2008)
- Must go through process for services on campus which can delay supports
 - Maintain rights under ADA
- Social life
- Social-emotional concerns
 - Understanding their emotions and the emotions of others
 - Will impact academics as well
- Non-verbal and pragmatic language
- "Hidden curriculum"

Tips for Teaching Older Students with ASD

- Communicate clear expectations for social behavior/routines
 - preferably in writing (i.e., syllabus, group assignment descriptions/instructions, etc.)
- Use visuals
 - written descriptions of expected "unwritten" social norms/expectations (e.g., reminders written on white board prior to group activities)
 - Tie adherence to social norms into class participation expectations/points in syllabus, etc.

Tips for Teaching Older Students with ASD

- Provide clear and frequent feedback on performance related to social conventions
 - Strive for a 5 to 1 positive to corrective ratio
- Individualize! Meet with the student to have them help you develop:
 - A plan for the student to self-monitor their own performance
 - A visual (non-verbal) cue to deliver to the student as a reminder about their use of social conventions