

Supporting Autistic Students in the Classroom and Beyond

Amy Rutherford-Moody, LPC-MHSP
College Autism Spectrum

COLLEGE



CAREER

Objectives:

- Gain a greater understanding of neurodiversity
- Learn strategies to create a more welcoming and inclusive environment for neurodiverse students.
- Identify 3 action steps for implementing small yet impactful changes on campus.



Disclaimers

- Perspective: I am not autistic, but I do identify as neurodivergent
- Nothing about them without them:
 - Content was created in consultation with autistic individuals or came from autistic-led sources
- I am not the experts on all things. I will follow up with any unanswered questions after consultation with experts (students themselves, etc.)



Language Disclaimer



On a national and international scale, there are consistent conversations about person first vs. identity based language. For the purpose of this presentation, we will use these terms interchangeably.

*Rule of Thumb: Ask Their Preference

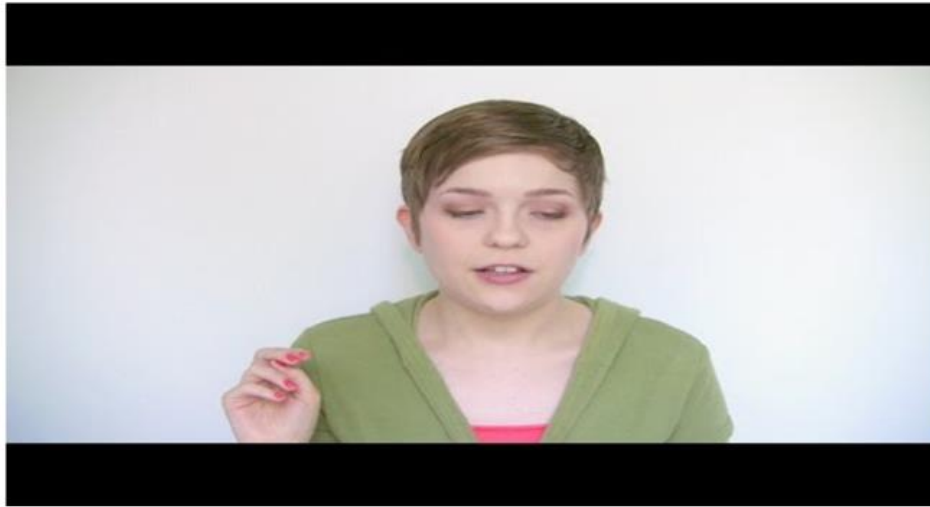
Social Model of Disability



Medical Model of Disability



Medical Vs. Social Model of Disability



Neurodiversity Defined

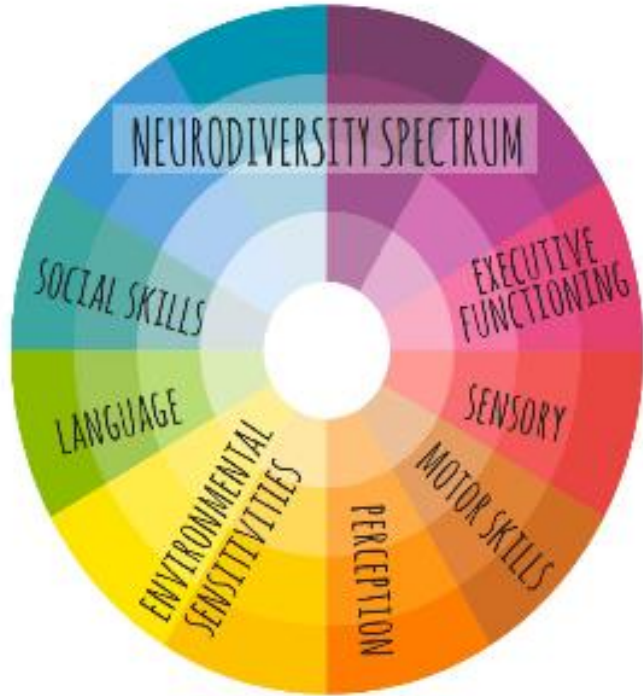
- Neurodiversity is a framework for understanding human brain function. It argues that diversity in human cognition is normal and that some conditions classified as disabilities are not necessarily pathological.
- Neurodiversity follows the social model of disability that outlines that societal barriers are what disable people.
- Neurodiversity is a natural variation of the human condition.



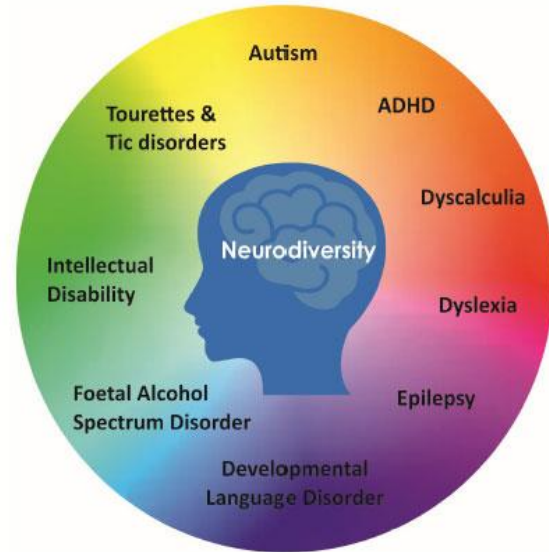
Neurodiversity Defined

- **Biodiversity** – refers to every living thing, including plants, bacteria, animals, and humans. Sometimes in a particular region or ecosystem.
- **Neurodiversity** –refers to the virtually infinite neuro-cognitive variability within Earth’s human population. It points to the fact that every human has a unique nervous system with a unique combination of abilities and needs.
- **Neurodivergent** (ND) – an individual who has a brain that functions in ways that diverge significantly from the dominant societal standards. (Or Neurominority)
- **Neurotypical** (NT) – an individual who has a style of neurocognitive functioning that falls within the dominant societal standards.(Or Neuromajority)





Thierfeld-Brown, Rigler, Rutherford-Moody, AHEAD, 2017



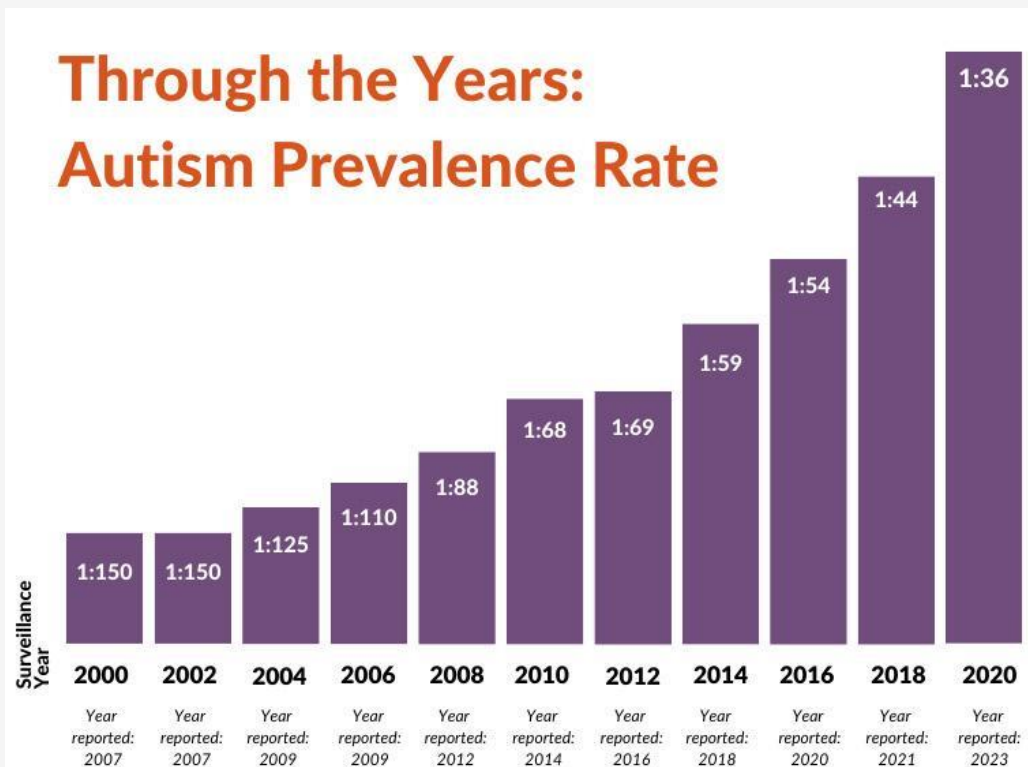
National Statistics

Autism DX 1 in 36 – 8 -11 year olds
(CDC 2023)

1 in 8 identify as Neurodivergent



Prevalence



Autistic students state:

- “Being diagnosed with Autism, isn’t a box you are put in. It is a pair of glasses you put on. Everything becomes a lot clearer.”
- “People see us as disabled, instead of what we can offer through our different ability.”
- “There is no single type of Autism. It is a very diverse and complex system. One thing that might work beautifully for one Autistic person, may not work for another.”



Autism Defined

- A neurodevelopmental disability that impacts how people experience the world around them
- Autism is a neurological disorder. It affects how one takes in information and interacts with others.

Individuals with autism:

- Think Differently
- Process Senses Differently
- Communicate Differently
- Socialize Differently

“If you have met one person with autism, you have met one person with autism” This quote emphasizes that there is great diversity within the autism spectrum. While the commonalities of people on the autism spectrum include differences in communication, social interaction, sensory receptivity, and highly focused interests, it’s important to understand that the constellation of these characteristics blends together differently for each individual. This is why some on the spectrum are good at mathematics while others may be good in their arts, sports, or writing – just like the rest of humanity. Autism is an extension of the diversity found in the human gene pool (Shore. S. 2018)



Traditional View of Autism Vs.

Autism Spectrum

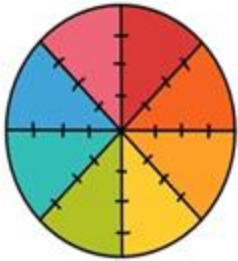
The Autism Spectrum is NOT linear



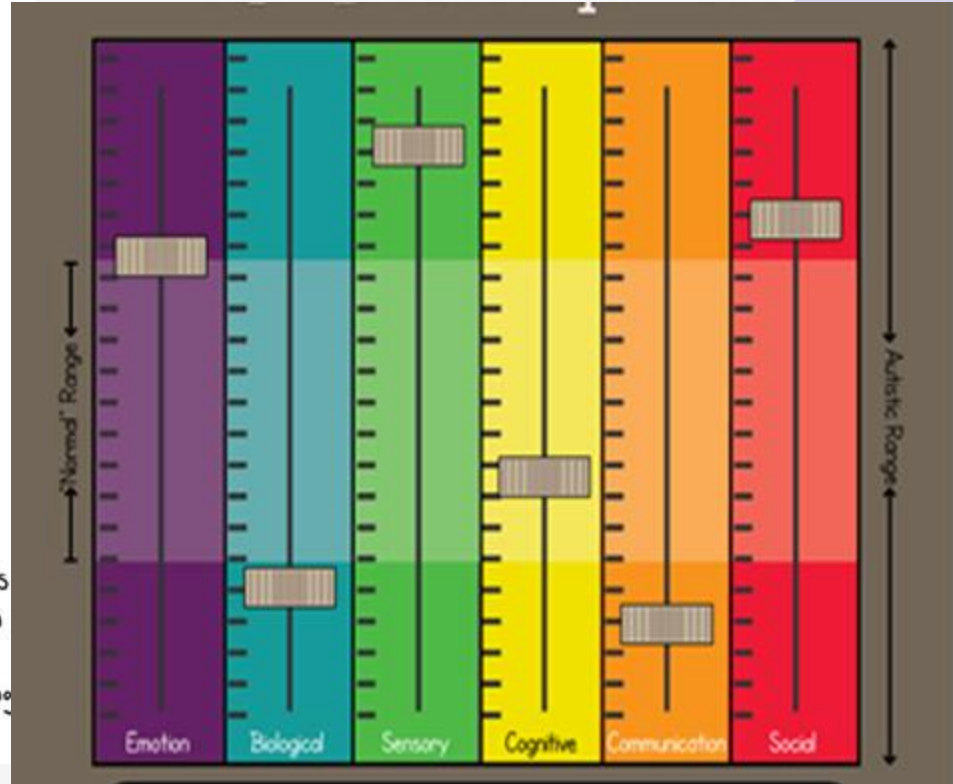
less autistic

very autistic

The Autism Spectrum looks more like:



- Social differences
- interests
- repetitions
- sensory sensitivities
- emotional regulation
- perception
- executive functioning
- other



The difference between high-functioning autism and low functioning is that high-functioning means your deficits are ignored, and low-functioning means your assets are ignored.

Laura Tisoncik

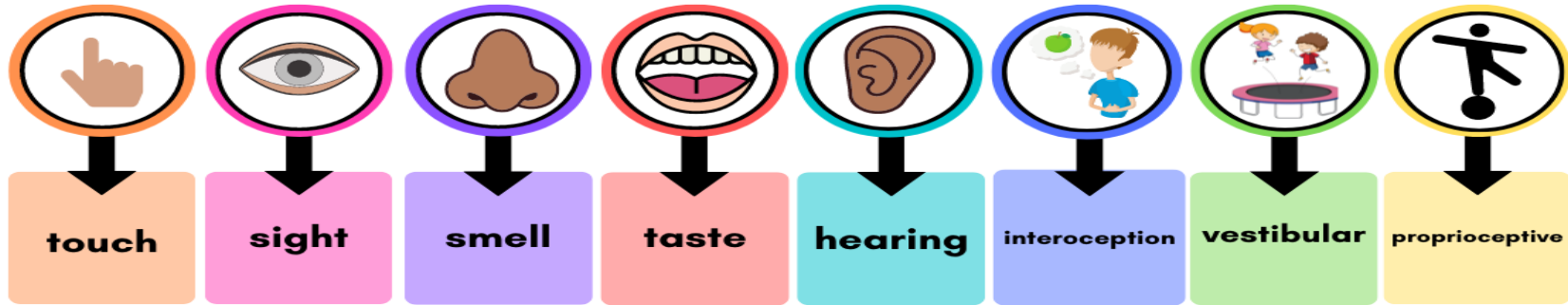


Different Way of Thinking



- May have very strong interests in things others don't understand
- May be great problem-solvers or pay close attention to detail.
- May take longer to process information
- May have difficulties with executive functioning
- May not understand the impact on others (Theory of Mind)

Different Sensory Experience



So what does this look like...

Different Sensory Experiences



Sensory Regulation

- Many individuals struggle with sensory modulation. This means that they have a significant difficulty in managing the intensity of sensory input
- All information coming in through all the senses are processed with the same degree of importance
- Could be described as not having a filter to sort the “junk” -- Everything is coming in and has the same need to be processed



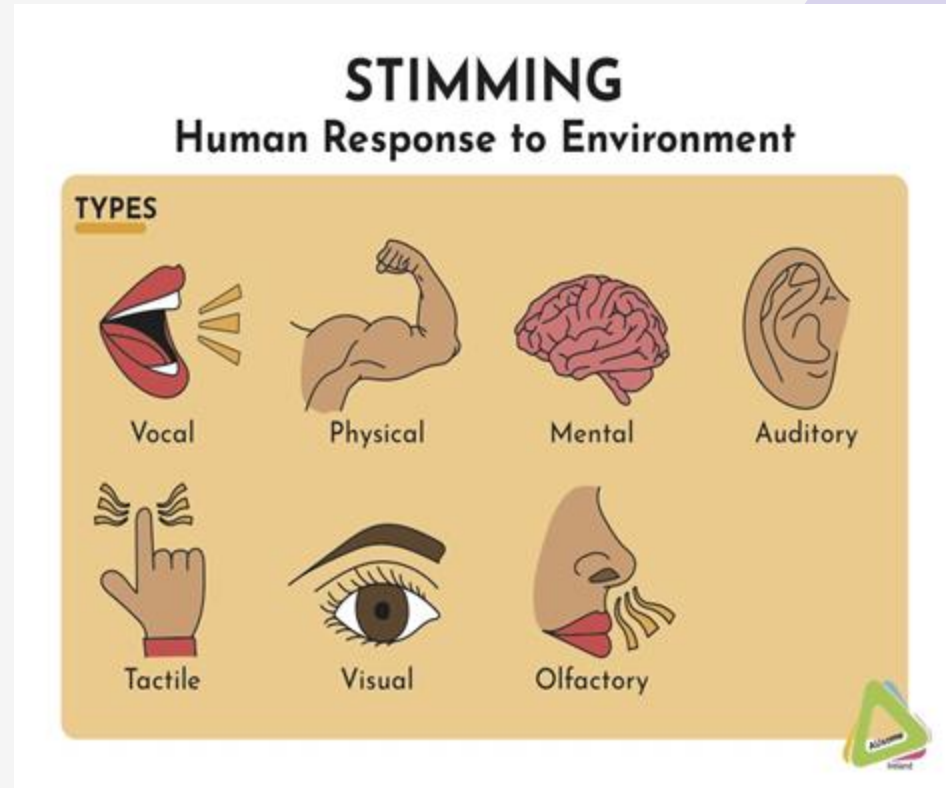
Emotional Regulation

- Because there is a significant difficulty with understanding and naming emotion, regulating that emotion can be very difficult.
- Autistic individuals embrace many non-neurotypical ways of managing emotions.
- When sensory input becomes too much, emotional regulation becomes nearly impossible.
- When individuals do not meet their personal expectations of themselves—the emotional reaction can appear to not meet the neurotypical norm.



Stimming

- Stimming/self-stimulating behavior varies between individuals
- Stimming is an attempt to gain or reduce sensory input
- May help block noxious noises by making one sound
- Helps stimulate the vestibular system
- Can help manage stress, anxiety, or uncertainty



Masking

- The attempt to hide authentic selves/appear normal
- Many individuals will hide their impacts in an attempt to meet neurotypical social norms
- “I don’t want people to think I am weird”
- Many individuals have experienced bullying due to their impacts
- Feels like constantly being on stage
- Can lead to autistic hangover

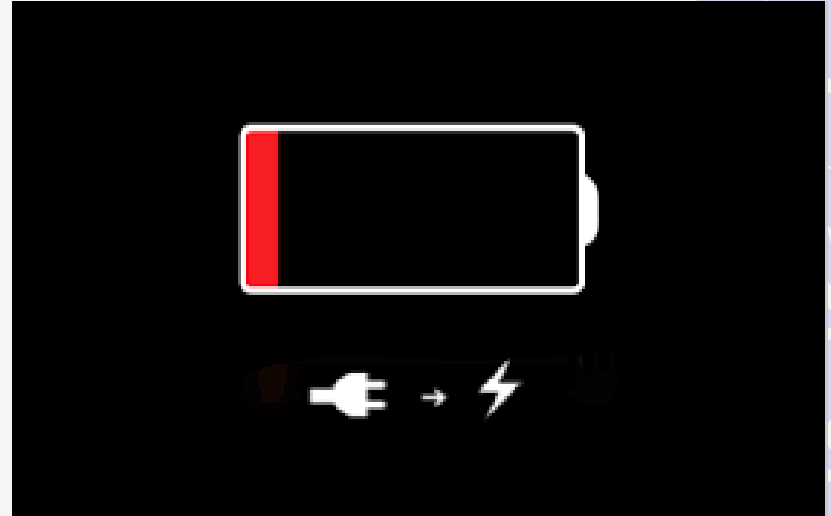


Masking



Autism Burnout

- This can occur with too much sensory input, information processing, stress, communicating and masking.
- Recovery time is highly individualized-could be hours, could be days.
- Individuals may become non-verbal.
- Sensory isolation is often needed to fully recover.
- It's described by autistic individuals as intense physical and emotional exhaustion caused by managing a world designed for neurotypical people.
- The battery is dead and the individual needs to do what they know in order to recharge.



Need for Routine

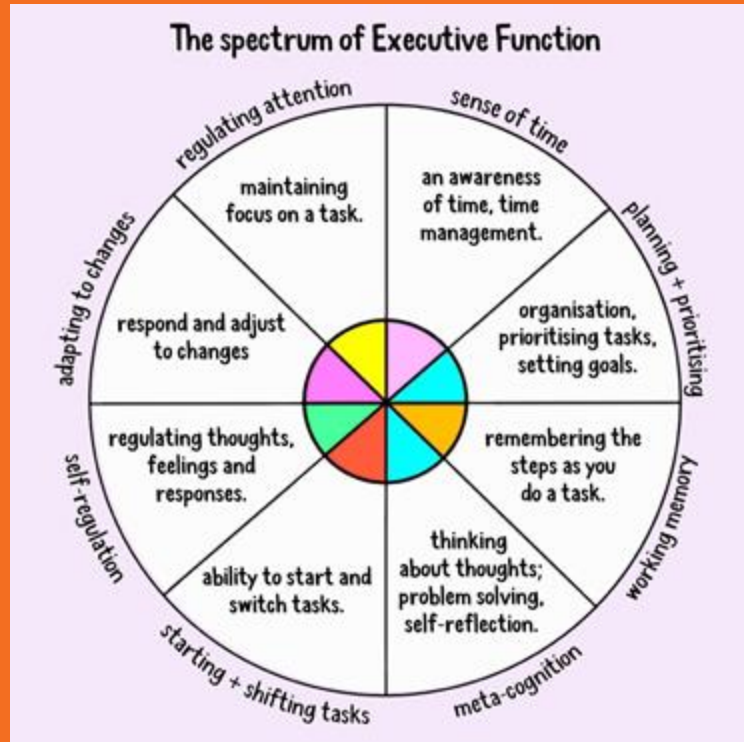
- Routines are important for many autistic people.
- It can be hard to deal with surprises or unexpected changes.
- Lack of routine/predictability may cause autistic people to feel overwhelmed and unable to process thoughts, feelings, and surroundings
- "Meltdowns"



natasha 
@NatashaVianna

My love language is direct feedback
and clear next steps

Executive Functioning



"THE GROUP OF COMPLEX MENTAL PROCESSES AND COGNITIVE ABILITIES (SUCH AS WORKING MEMORY, IMPULSE INHIBITION, AND REASONING) THAT CONTROL THE SKILLS (SUCH AS ORGANIZING TASKS, REMEMBERING DETAILS, MANAGING TIME, AND SOLVING PROBLEMS) REQUIRED FOR GOAL-DIRECTED BEHAVIOR" (MERRIAM-WEBSTER)

Executive Function

- With any given task there are up to 12 different tasks that have to be met to complete that task
- Thinking about roundabouts, that means 12 different exits that an individual can take
- Each of those exits requires managing self discipline and executive function
- Many tasks can be at risk for non-completion



Executive Skill Definitions:

- **Emotional Control:**
The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior. A young child with this skill is able to recover from a disappointment in a short time. A teenager is able to manage the anxiety of a game or test and still perform.
- **Flexibility:**
The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. It relates to an adaptability to changing conditions. A young child can adjust to a change in plans without major distress. A high school student can accept an alternative such as a different job when the first choice is not available.
- **Goal-directed persistence:**
The capacity to have a goal, follow through to the completion of the goal, and not be put off by or distracted by competing interests. A first grader can complete a job in order to get to recess. A teenager can earn and save money over time to buy something of importance.
- **Metacognition:**
The ability to stand back and take a birds-eye view of oneself in a situation. It is an ability to observe how you problem solve. It also includes self-monitoring and self-evaluative skills (e.g., asking yourself, “How am I doing? or How did I do?”). A young child can change behavior in response to feedback from an adult. A teenager can monitor and critique her performance and improve it by observing others who are more skilled.
- **Organization:**
The ability to create and maintain systems to keep track of information or materials. A young child can, with a reminder, put toys in a designated place. An adolescent can organize and locate sports equipment.

- **Planning/Prioritization:**

The ability to create a roadmap to reach a goal or to complete a task. It also involves being able to make decisions about what's important to focus on and what's not important. A young child, with coaching, can think of options to settle a peer conflict. A teenager can formulate a plan to get a job.

- **Response Inhibition:**

The capacity to think before you act – this ability to resist the urge to say or do something allows us the time to evaluate a situation and how our behavior might impact it. In the young child, waiting for a short period without being disruptive is an example of response inhibition while in the adolescent it would be demonstrated by accepting a referee's call without an argument.

- **Stress Tolerance:**

The ability to thrive in stressful situations and to cope with uncertainty, change, and performance demands. We generally reserve our discussion of this skill to adults, since it seems more relevant with this population. We find it helps people understand the kind of work environment they do best in.

- **Sustained Attention:**

The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom. Completing a 5-minute chore with occasional supervision is an example of sustained attention in the younger child. The teenager is able to attend to homework, with short breaks, for one to two hours.

- **Task Initiation:**

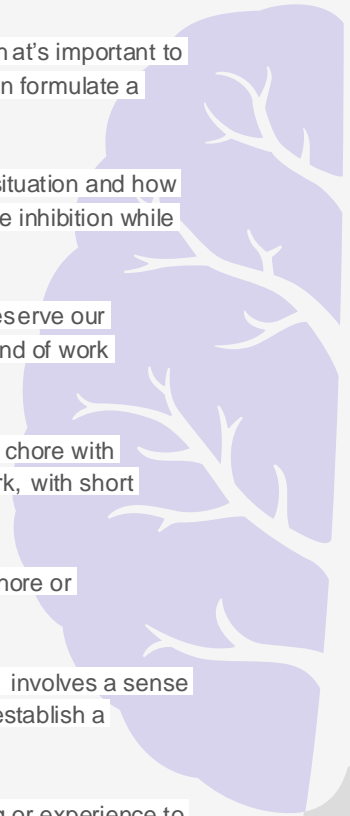
The ability to begin projects without undue procrastination, in an efficient or timely fashion. A young child is able to start a chore or assignment right after instructions are given. A high school student does not wait until the last minute to begin a project.

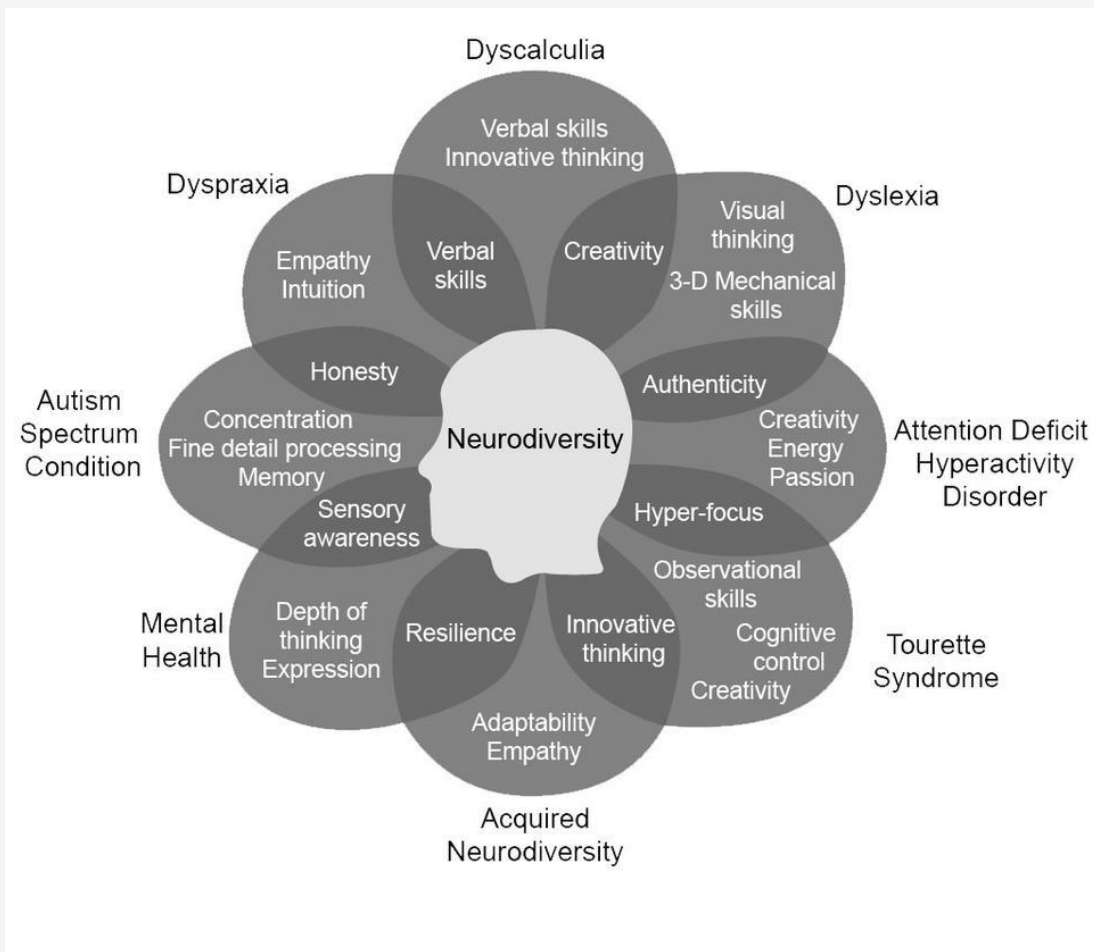
- **Time Management:**

The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. It also involves a sense that time is important. A young child can complete a short job within a time limit set by an adult. A high school student can establish a schedule to meet task deadlines.

- **Working Memory:**

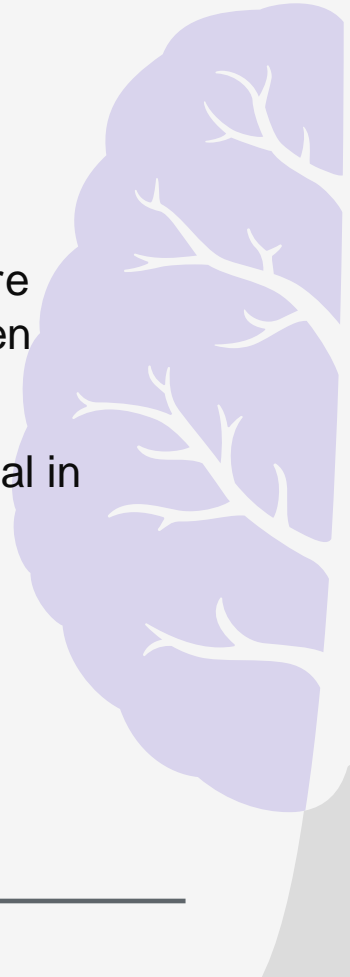
The ability to hold information in memory while performing complex tasks. It incorporates the ability to draw on past learning or experience to apply to the situation at hand or to project into the future. A young child, for example can hold in mind and follow 1-2 step directions while the middle school child can remember the expectations of multiple teachers.





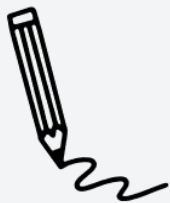
Anxiety Management

- Because Neurodivergent college students report constantly feeling like they are observing and performing to try to decipher the social rules of college, they often experience heightened levels of anxiety.
- Recognizing the symptoms of anxiety and tools for managing the anxiety is vital in the higher education environment.
- Identifying Stress indicators can be difficult



Autism Impacts:

Communication



Dysgraphia vs Dyslexia

Dysgraphia is a neurological disorder that is characterized by **writing** disabilities

Dyslexia is a learning disorder that involves difficulty reading due to problems identifying sounds and **learning** how to relate those words

How to support:

- Provide step by step directions
- Provide adaptive technology if needed
- Monitor font size and type



Echolalia vs Palilalia

Echolalia is the repetition of words just **spoken by another person**

Palilalia is the repetition of words **spoken by oneself**

Benefits

- Stimming
- Helps to memorize
- Helps to process meaning
- Self regulation

Common Barriers



Stereotypes

- Autistic People Don't Feel Emotions/Have Empathy
- Autistic People Don't Want Friends or to Socialize
- All Autistic People Look/Act a Certain Way
 - "'You don't look autistic' is something I get all the time. This is really dehumanizing because it doesn't recognize the tremendous amount of energy and focus it takes every second, of every day, to appear and act normal in order to avoid marginalization..."
- Autistic Individuals are Dangerous
- All Autistic Individuals are Savants



College Life

- Barriers to Entry
- Stigmatized
 - Individuals with ASD may feel discouraged and excluded by their [neurotypical] peers, which may result in increased stress or anxiety, or decreased motivation to participate in social and academic activities that are pivotal to successfully navigating the college experience (White, et. al., 2019).
- Considered unintelligent
 - It is possible that these students are more likely to associate individuals with ASD as being cognitively impaired due to social stereotypes about disability, which are perpetuated by a lack of contact.
- Fear of Disclosure

Other Issues

- Understanding social expectations
- Issues with changes in routine
- Communication gaps
- Rates of Victimization
 - More likely to be exploited financially, etc.
 - Increased rates of victimization
 - In one online survey, **70% of autistic adults** reported experiencing some form of sexual victimization after age 14 and into adulthood, compared to 45% of neurotypicals (Weiss & Fardella, 2018)



Common Things We See

- Transition Challenges
- Roommate Conflict
- Hygiene/Conduct
- Communication
- Executive Functioning Impacts
- Initiating/Sustaining effort



Transitioning to Living on Campus

- New social rules
- Independence- parents prompted/reminded them
- Change in routine
- Initiating/Maintaining New relationships
- Balancing shared spaces



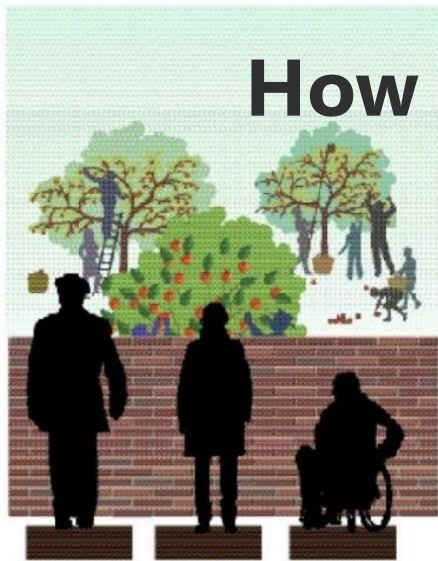
Transition Regression

We often see some regression during transition times.

- Regression in independent living, medication management, hygiene, communication, academic skills, etc.
- Transition from high school to college is incredibly difficult due to different laws (success vs. access), different scheduling, need for independence, etc.
- Different behavioral expectations in college need to be outlined clearly as there is no manifestation determination in college. All students are held to the same standard.
- Students are coming in with high levels of mental health impacts and lower levels of resilience. In talking with other disability resource professionals from around the country, this seems to be a national trend.
- We also see regression coming back from holidays, semester breaks, even the dreaded snow days.

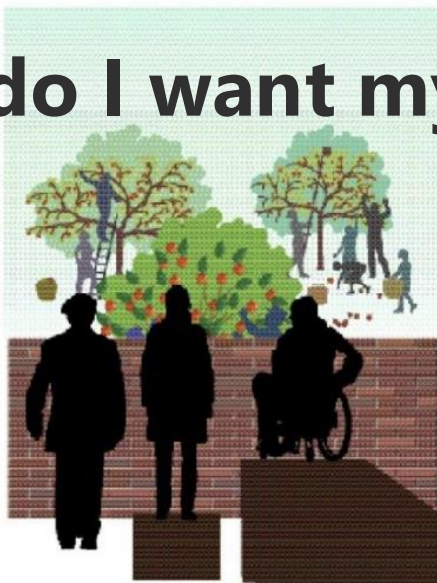


How do I want my campus to look...



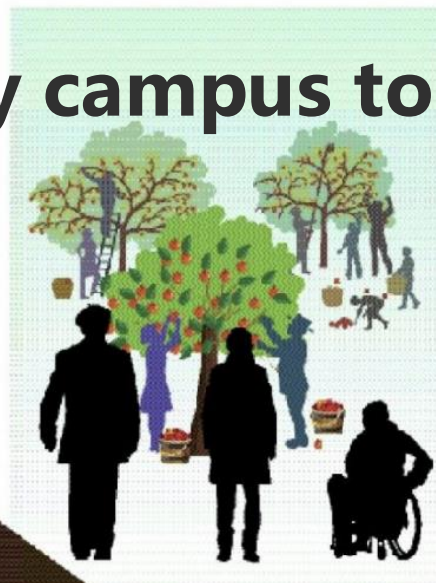
EQUALITY

Treating everyone
the same.



EQUITY

Giving each person
what they need
to be successful.



JUSTICE

Eliminating barriers
so that everyone
can succeed.



INCLUSION

Creating environments in
which everyone can be and
feel welcomed, respected,
supported, and valued to
fully participate.

The law says..

	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



Disclosure:

Disclosure is highly personal and because there is no “autistic look” people may choose to not disclose for a number of reasons. Here are some common reasonings that we see:

- Previous negative interactions
- Not wanting to be “othered”
- No accommodations are necessary (this may change as social expectations change)



Common Accommodations

- Single sleeping room
- Exam Accommodations
- Single testing room
- ESA
- Classroom/testing breaks
- Assistive technology
 - Glean for notetaking
 - Kurzweil
 - LiveScribe Pens
- Social interpreting



Universal Design

Universal Design for Learning (UDL) is a framework that helps educators improve outcomes for a diverse set of learners by reducing barriers to learning through flexibility in

curriculum design. UDL does not lower academic rigor or standards, but accounts for the

various needs and learning styles of learners. The UDL framework is based on three principles:

- 1) Multiple means of Engagement
- 2) Multiple means of Representation and
- 3) Multiple means of Action & Expression



Universal Design - Multiple Means of:

Engaging students

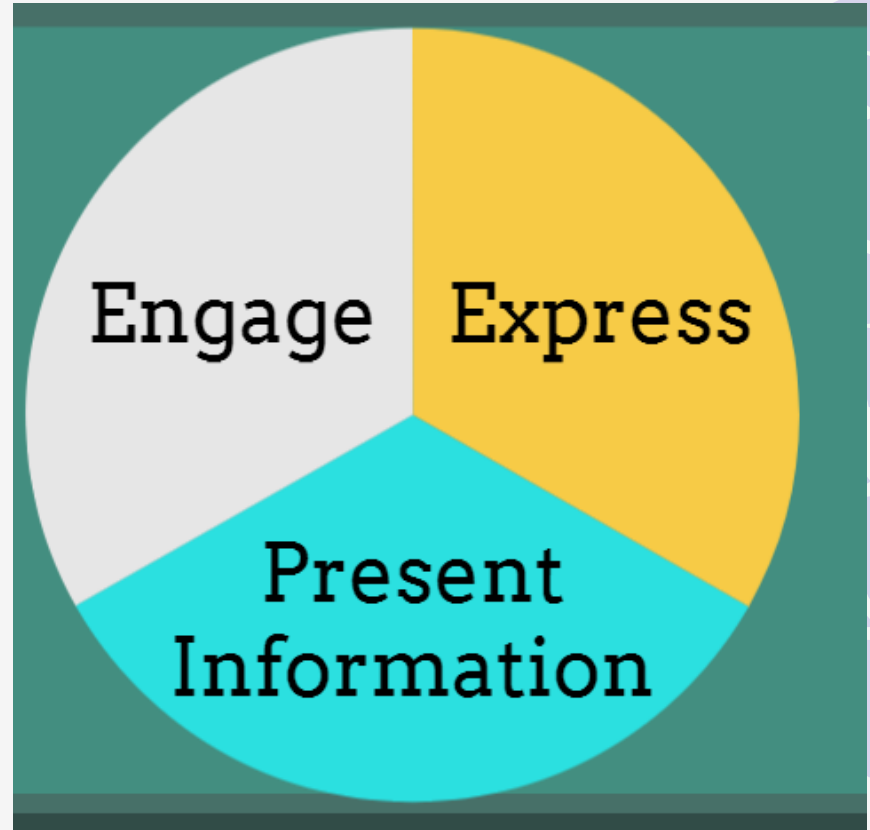
- Provide the same information in multiple ways

Presenting information

- Include visual (written & pictures) and auditory for everything!

Expression (Assessments)

- Allow creativity & options



Educational use only. Sara Sanders Gardner

Faculty and Student Rights and Obligations (R&O)

Faculty R&O

- To receive letters of accommodation (LOA) for students who request them
- To consult with disability specialists
- To implement accommodations requested through LOAs
- To receive support
- Prevent & report discrimination
- Not be discriminated against

Students R&O

- To maintain privacy around their disability and disability status by choice
- To access instruction, activities, and assessments
- To communicate with faculty about their needs around accommodations
- To receive support
- Not be discriminated against
- Comply with conduct code

Multiple Means of Engagement

- The “WHY” of learning
- Multiple ways of recruiting interest
 - Offers information in many ways to peak interest
 - Individualized choices and autonomy
- Options for sustaining effort
 - Goal and objective based
 - Collaboration & community
- Options for self regulation
 - Facilitate expectations of task completion
 - Self-assessment and reflection



Multiple Means of Representation

- The “WHAT” of learning
- Options for perception
 - Alternative for visual information
 - Alternatives for visual information
- Options for language & symbols
 - Use multimedia
 - Clarify vocabulary
- Options for comprehension
 - Guide information processing/visualization
 - Supply background knowledge



Multiple Means of Action & Expression

- The “HOW” of learning
- Options for physical action
 - Offer tools and technology
 - Vary response methods
- Options for expression & communication
 - Build fluency with graduating levels of support
 - Use different methods of communicating knowledge
- Options for executive function
 - Guide appropriate goal setting
 - Enhance capacity for monitoring progress



What is Plain Language?

“A communication is in plain language if its wording, structure, and design are so clear that the intended readers can readily find what they need, understand it, and use it.”



<https://www.plainlanguage.gov/>

Example

Before

The student applicant should be sure to be on time, and submit an official copy of his or her transcript, two letters of recommendation from professors, a statement of financial need, and a short biographical statement to our grants' office by April 15

After

To apply, submit the following items to our grants office by April 15:

- An official copy of your transcript
- Two letters of recommendation from professors;
- A statement of financial need; and
- A short biographical statement.

Email to: grants@office.us OR

Fax to: 555.555.5555

UDL and Neurodiversity

Building Agency

Agency embeds real-world decision-making and self-management skills, along with the inquiry skills that are highly sought after and marketable in today's workforce.

Self-Advocacy

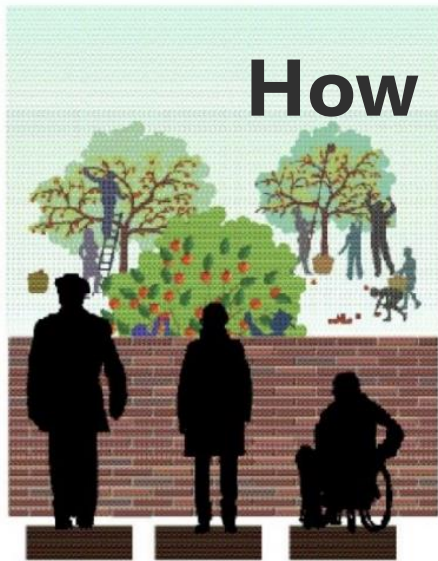
Advocating for the accommodations they might need to be successful, social dynamics they work best in, as well as utilizing the self-regulation strategies that will help them to identify the coping mechanisms they need for managing emotions.

Executive Functions

UDL encourages a variety of internal scaffolds and external organizational aids, approaches to organization can go a long way toward helping strengthen the approach to thinking, processing, and learning.

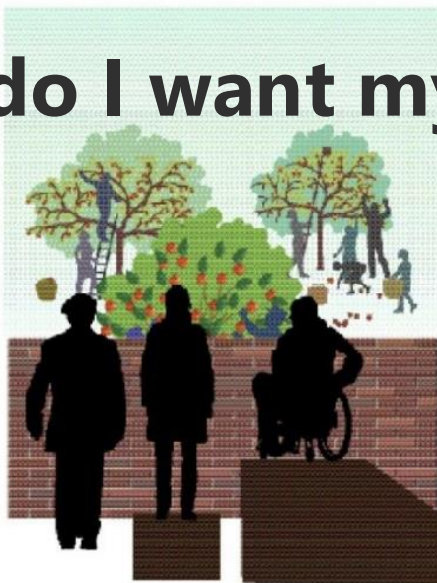


How do I want my campus to look...



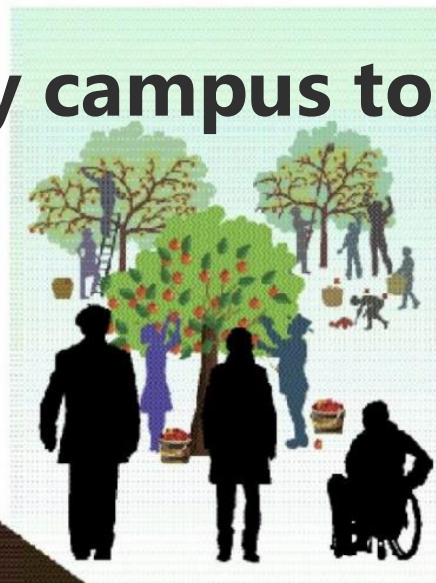
EQUALITY

Treating everyone
the same.



EQUITY

Giving each person
what they need
to be successful.



JUSTICE

Eliminating barriers
so that everyone
can succeed.



INCLUSION

Creating environments in
which everyone can be and
feel welcomed, respected,
supported, and valued to
fully participate.

Common Campus Collaborations

- Housing and Residential Life
- Counseling Center
- Academic Affairs/Instructors (Social Interpreting)
- Title IX officers
- Conduct
- Police
- Food Service
- Book Stores
- Center for Women & Gender Equity (Intersectionality and Programming)
Autistic students touch all areas of campus



Disclosure

- "Why can't you send us a list of your students?"
- Students may feel unsafe to disclose, regardless of how "obvious"
- Previous Negative interactions
- Not wanting to be "othered"
- No accommodations are necessary (this may change as social expectations change)



Advocacy & Support

- Encourage self-advocacy, but support “behind the scenes”
- Pay attention to peak periods - midterms and finals
- Reach out periodically to the student reminding them of mental health resources
- Make sure advocates are identified
- Programming and workshops for student (pro tip: offer food)
- Do not be afraid to express concerns to them directly
- Walk with them when you refer out if/when possible



Strategies for Support:

- Be patient
- Give the person space
- Try not to touch the individual if possible
- Model the behavior you want the person to display
- Use a calm, quiet and non-threatening voice
- Use simple language
- If possible, turn off sirens and lights
- Give the person time to process your question or request
- Give the person time to respond
- Take notice to signs of agitation or increased frustration
- Avoid quick movements or loud noises
- Use information from a parent/caregiver if available to best interact with the individual



Providing Feedback

When giving feedback, keep in mind that autistic individuals are not typically swayed by emotional propaganda.

Use Appropriate Setting:

- Provide when others are not present and recognize the setting you are in

Provide Specific Examples:

- When providing feedback, use specific examples of their behavior. Do not generalize.

Justify the Feedback:

- Explain why the behavior was not appropriate. Talk about the impact on them (personally, professionally, etc.) as well as the impact their behavior could have on others.

Practice Feedback:

- Practice appropriate behavioral responses. Use role playing, social scripts, and real-life scenarios to help the student better understand.

Be Consistent:

- Attitudes and behaviors do not change instantly. Be consistent in providing feedback so they have the opportunity to learn and grow.





Communication

- Be direct and honest
- Provide concise suggestions when possible
- Be straightforward, but kind with directions
- Keep in mind that most people with ASD judge your emotions to be more negative than you intend.
- Be specific about improvements
- Refrain from using sarcasm, idioms, etc.*
- Spend time to really listen and allow time for processing
- Allow for a social interpreter to assist if needed
- Do not rely on nonverbal communication
- Be literal with time

Boundary Setting and Self-Care



- Disability never excuses behavior
- Understand your role
- Boundaries can build resilience
- Know your lane and collaborate
- Sometimes students are outside the scope of supports
- Take time to document interactions
- You are not always the “one”
- The importance of boundaries and self-care
 - We model this for students

Work-Based Self Care Strategies

- Debrief with someone who “gets it”
- Personal days and lunch breaks – TAKE THEM!
- Team building
- “Tiny Joys”
- Ask for secondary trauma training for the department
 - Do this before a crisis situation happens
- Utilize some of the de-escalation strategies we have talked about today
- As busy as we get, take some solo office time
- Recharge in your own way
- Do NOT apologize for needing to recharge



Questions and Resource Sharing

Tool Kit & Resources

- [Plain Language](#)
- [UDL at a Glance \(5 min video\)](#): CAST
- [TILT: Transparency in Learning and Teaching](#): TILT Higher Ed
- [Reasonable Accommodations Explained](#): APA Disability Resources Toolkit
- [Faculty Self-Evaluation Plan](#): UC Berkley Disability Access & Compliance
- [Neurodiversity Navigators Faculty Resources](#): Bellevue College, WA State
- [Redesign or Accommodate](#): Accessibility Toolkit
- [The Ever-Dreaded Discussion Board](#): Toolkit of Ideas from the State University of New York at Buffalo
- [Student Group Work](#): Dartmouth Center for the Advancement of Learning

Resources

Research

- ["Residence Life Accommodations for College Students with Autism Spectrum Disorders"](#), Hurley, Grace, (2020). Honors Theses. 33.
- ["A Collaborative Support Model for Students on the Autism Spectrum: The Journal of College and University Student Housing"](#)

• Articles & Videos

- ["Sensory Sensitivities on Campus-Part One: Patrick Dwyer, Stairway to STEM"](#)
- ["Dr. Dweck's research into growth mindset changed education forever: Mindset"](#)

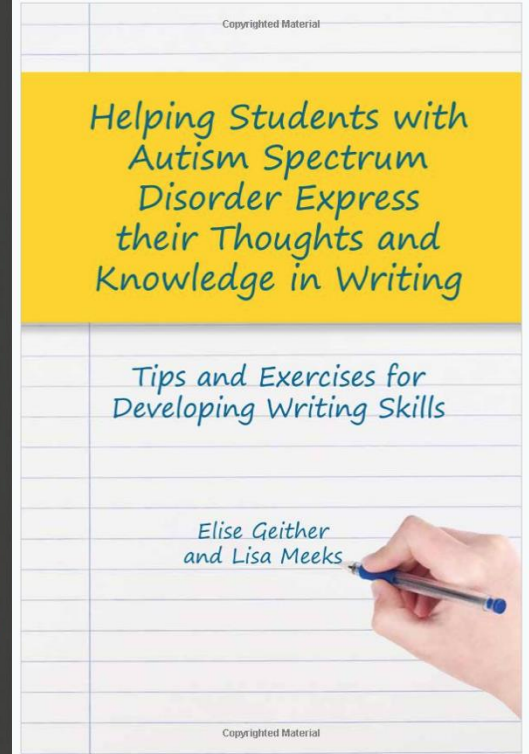
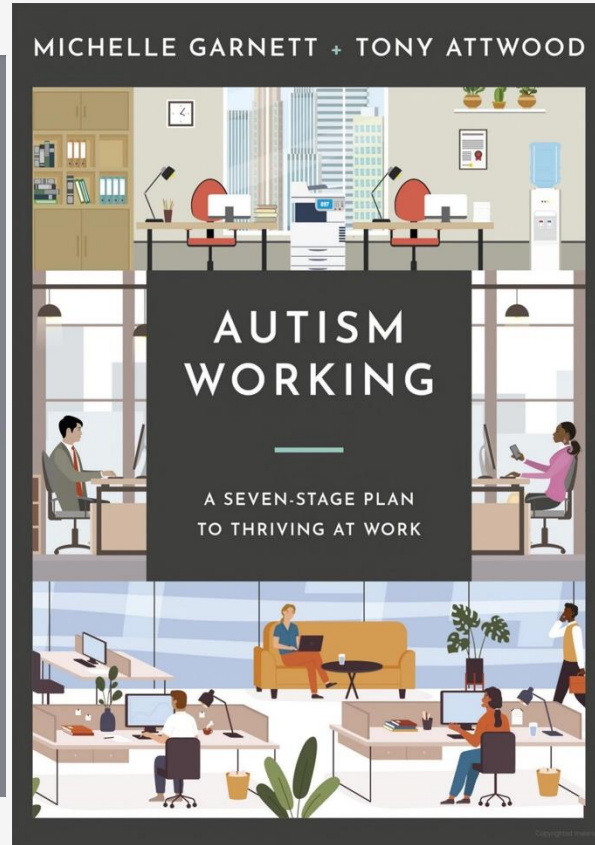
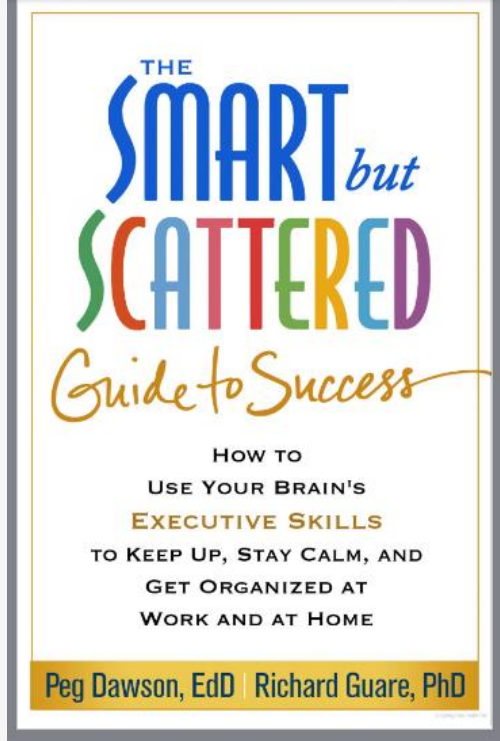
• Books

- ["The Optimistic Child"](#) and ["Learned Optimism"](#): Martin E.P. Seligman

Further Reading

- ["Supporting Neurodiverse College Student Success: Edited by E. & J. Coghill"](#)
- ["Building Neurodiversity-Inclusive Postsecondary Campuses: Recommendations for Leaders in Higher Education"](#): Dwyer, Mineo, Mifsud, Lindholm, February 2022, *Autism in Adulthood* 5(1)





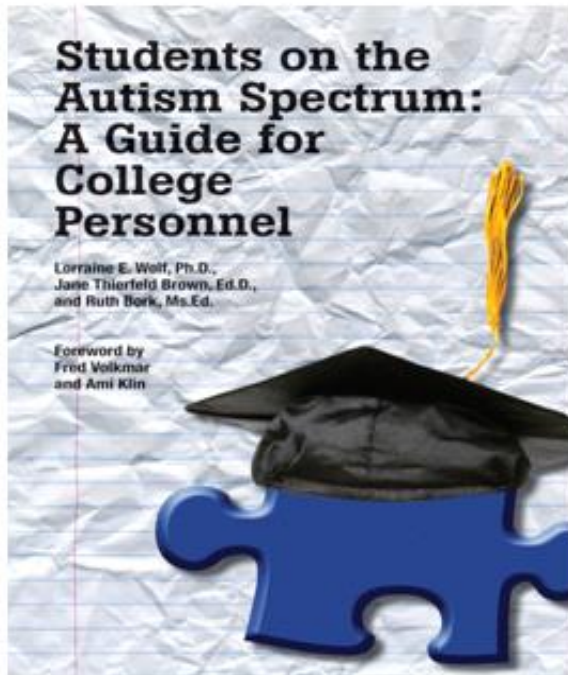
Forewords by
Jane Thierfeld-Brown and Aaron Schatzman

PARTIES, DORMS AND SOCIAL NORMS

**A CRASH COURSE IN SAFE
LIVING FOR YOUNG ADULTS
ON THE AUTISM SPECTRUM**

Lisa M. Meeks and Tracy Loye Masterson
with Michelle Rigler and Emily Quinn





**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・ティアーフェルド・ブラウン(著)
G・ルース・クキエラ・ボルク

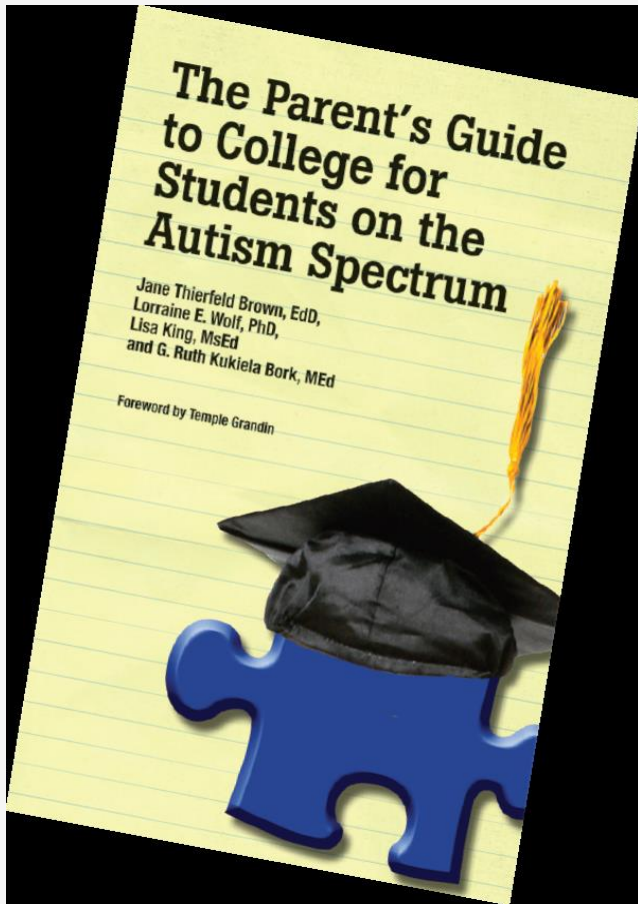
Fujikawa Yoko
藤川洋子 [監訳]
Watanabe Satoko
Motoyama Mayumi
渡邊哲子 [訳]
本山真弓 [訳]

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と思います。(日本語版刊行に際してより)

**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!

Scale to Rate Common Roommate Issues

Rating	This Is How It Might Make Me Feel and Think	This Is What Would Probably Happen
5	This is a deal breaker.	I would move out. Please never do this!
4	This is very upsetting. Maybe I should find a new roommate.	I would ask for a meeting.
3	This would irritate me, and I would have to say something to my roommate about it.	I might but we talk about it.
2	This would bother me.	I might but we talk about it.
1	This wouldn't bother me at all. I am very comfortable with this.	I might but we talk about it.

Scale to Monitor the Need for Support

Rating	I Feel:	You Will Be Able To Tell Because:	This Is the Level Of Support I Need:
5	I feel the worst I have ever felt.	I will leave. I might go without saying a word. I will avoid people.	I really want you to know I'm upset, but please do not talk to me.
4	I'm feeling pretty bad right now.	I might just go to sleep. My hair and clothes might be dirty.	Write me a note to ask what is wrong. Give me some time.
3	I'm feeling OK right now, but a little down.	I'll stick around, but I'm unshaved.	Ask me if I want to talk. Keep tabs on me, but don't crowd me.
2	I'm feeling pretty relaxed right now.	I can go to work or class.	No extra help needed. Maybe check in from time to time.
1	Right now I'm great!	Happy; will talk a lot and share.	Nothing extra. I am just fine.


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

Foreword by Stephen Shore, EdD



BASICS College Curriculum:

Copyrighted Material

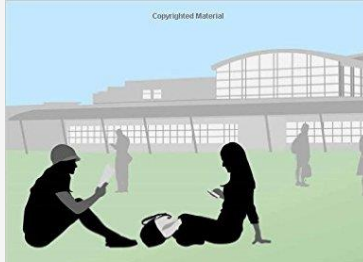


**INDEPENDENCE, SOCIAL,
AND STUDY STRATEGIES
FOR YOUNG ADULTS WITH
AUTISM SPECTRUM DISORDER**

THE BASICS COLLEGE CURRICULUM

Michelle Rigler, Amy Rutherford, and Emily Quinn

Copyrighted Material

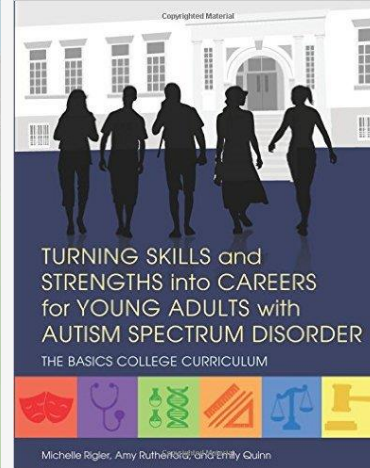


**DEVELOPING IDENTITY, STRENGTHS,
AND SELF-PERCEPTION FOR
YOUNG ADULTS WITH
AUTISM SPECTRUM DISORDER**

THE BASICS COLLEGE CURRICULUM

Michelle Rigler, Amy Rutherford, and Emily Quinn


Copyrighted Material



**TURNING SKILLS and
STRENGTHS into CAREERS
for YOUNG ADULTS with
AUTISM SPECTRUM DISORDER**

THE BASICS COLLEGE CURRICULUM

Michelle Rigler, Amy Rutherford, and Emily Quinn



**DEVELOPING
WORKPLACE SKILLS
for YOUNG ADULTS
with AUTISM SPECTRUM
DISORDER**

THE BASICS COLLEGE CURRICULUM

Michelle Rigler, Amy Rutherford, and Emily Quinn

Autism Education Resources

TV Shows/Documentaries:

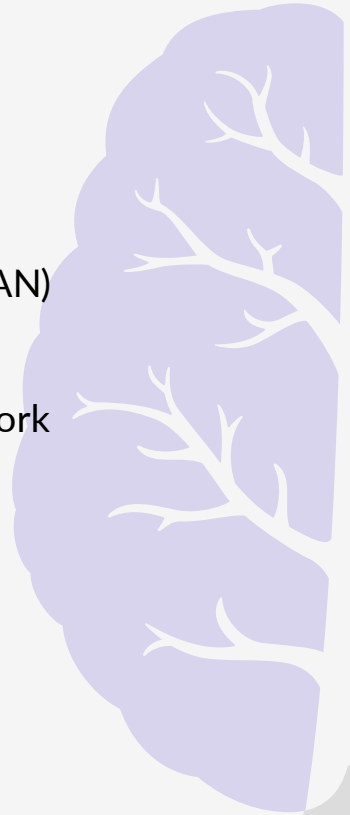
Atypical
Everything's Gonna Be Okay (Hulu)
Asperger's Are Us (HBO)
Love on the Spectrum (Netflix)

TikTok:

@Autisticqueen
@Beckspectrum
@austistry
@ashfall

Websites:

Autism Self Advocacy Network (ASAN)
Wrong Planet
Autism Subpage on Reddit
Autistic Women & Nonbinary Network
College Autism Network (CAN)
College Autism Spectrum.Com



THANKS FOR COMING

Questions and Comments

JaneBrown.cas@gmail.com

Amy@CollegeAutismSpectrum.com

WWW.CollegeAutismSpectrum.com

COLLEGE



CAREER