Collaboration and Transition from High School to College to Work

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National Statistics

1 in 68 births
2 to 3 million Americans
Fastest-growing developmental disability
10 - 17% annual growth
Growth comparison during the 1990s:
U.S. population increase: 13%
Disabilities increase: 16%
Autism increase: 172%

$90 billion annual cost
90% of costs are in adult services
Cost of lifelong care can be reduced by 2/3 with early diagnosis and intervention
In 10 years, the annual cost will be $200-400 billion
Regional Autism Rates Point to Impact of Awareness, Training

The prevalence of autism has risen from 1 in 150 children in 2000 to as high as 1 in 45 in 2015. Studies that explore geographic patterns of autism may clarify how much of the increase is due to awareness and better diagnostic practices versus biological and environmental causes.

BY BAHAR GHOLOIPOUR / 10 JULY 2017
Spectrum News
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 a college)

At Graduation It All Changes!

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

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
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…..
  • He CAN’T do a foreign language
  • Maybe we shouldn't’t have taken the diploma
### High School vs. College

<table>
<thead>
<tr>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6 hours/day of classes</td>
<td>4-5 classes, 3-4 hrs/wk</td>
</tr>
<tr>
<td>2-3 hrs/day HW</td>
<td>2 hrs/day/hrs in class</td>
</tr>
<tr>
<td>Frequent quizzes, non-cumulative tests</td>
<td>2-3 cumulative exams/semester</td>
</tr>
<tr>
<td>Teach content from textbooks</td>
<td>Research and primary sources</td>
</tr>
<tr>
<td>20-25 students</td>
<td>10-300 students</td>
</tr>
<tr>
<td>One building</td>
<td>Entire campus</td>
</tr>
</tbody>
</table>

### Resilience

Resilience is 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
Factors for College Success

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

(Thierfeld Brown 2013)

To build resilience we need to address 2 through 5
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

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
<table>
<thead>
<tr>
<th>IDEA</th>
<th>ADA</th>
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<tbody>
<tr>
<td><strong>Type of Law</strong></td>
<td>Education, Entitlement</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>Parent and school</td>
</tr>
<tr>
<td><strong>Ensures</strong></td>
<td>Success</td>
</tr>
<tr>
<td><strong>Services</strong></td>
<td>Evaluation, remediation, special accommodations</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Diagnostic label</td>
</tr>
<tr>
<td><strong>Disability</strong></td>
<td>One of 13 categories</td>
</tr>
</tbody>
</table>
Accommodations in college

How do students receive accommodations in higher education?

There is No RIGHT Way to Go to College

✓ Vo-Tech Schools
✓ Community Colleges
✓ Trade Schools
✓ State Schools
✓ Private Institutions
✓ Colleges with additional support programs
✓ Work
Some Factors to Consider

- Residential or commuter
- Distance from home
- Size
- Curriculum of interest
- Disability Services or specialized program

Over-stimulation

- Lights (especially fluorescent or flashing)
- Loud or dissonant music
- Crowds, parties
- Disruption of private areas or belongings
- Smells (body odors, toiletries, smoke, incense, etc.)
- Fire alarms/lock-downs
- Arrangement of beds and furniture
- General residence hall noise
- Fire alarms/lock-downs
Social Issues for Students

- Interacting with peers
- Negotiating with faculty
- Making needs known/getting needs met
- Residence issues
- Friendships
- Staying safe

What is the key to transitioning students with autism?
Make a Postsecondary Plan

Know your student
Not everyone is ready at the same time
If student is ready, be realistic
Take lots of tours
Visit (at least call) DSS
Don’t withhold information

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
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

✓ **Prep Student to:**
  ✓ Practice reading and understanding the assessment
  ✓ Know strengths and weaknesses
  ✓ Practice disclosing to teachers

Your Student Needs to

✓ Wake themselves up
✓ Run own IEP meetings
✓ Schedule own appointments
✓ Refill own meds
✓ Use a time management system
✓ Volunteer experience or job
✓ Take independent living skills class
AACHIEVE

So here is the plan!

What we are doing

Started programs in 4 college:

- Westchester University
- IUP
- Kutztown
- Edinboro

and this year:

- Slippery Rock
- LCCC
- Bucks County CC
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

Self Advocacy

Know yourself-strengths, weaknesses, interests
Understand what works for you—try some things out
Learn to speak up for yourself about your ASD and your interests
Push your envelope
Specials Interests
Preoccupation with these prevents from doing HW
Special interests can become majors and jobs!

Motivation
Has to come from within to work
Find the hook and draw it out
Break it down and use small rewards
Questions and Comments
THANK YOU FOR COMING.

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