

WISCONSIN
DEPARTMENT OF
PUBLIC INSTRUCTION



**Resources, Programs, and Tips for
People on the Autism Spectrum
Planning for Post Secondary Education.**

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Definitions Used in Workshop

- ASD = Autism Spectrum Disorders
- EBP = Evidence Based Practice
- PBIS = Positive Behavior Interventions and Supports
- IEP = Individual Education Plan
- IHE = Institutes of Higher Education (including 2 year colleges, technical schools, and 4 year colleges and universities)
- Post Secondary = After High School

Workshop Goals

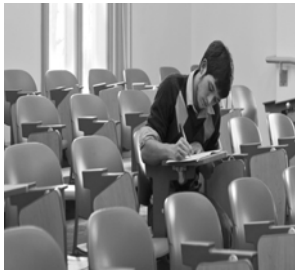
Today you walk away with ...

- Understanding of the Importance of Early Intervention to Prepare Students with Autism for Post Secondary Education
- Resources and Accommodations Available in IHEs to Students with ASD
- Resources for Families, Students, and Educators to Prepare Students with ASD for IHEs
 - During and after high school

Structure of Presentation

- Today We Will Discuss . . .
 - Students with autism, needs unique to ASD, and enrollment data in IHEs
 - Differences between IHEs and high school
 - Current supports in IHEs for students with disabilities
 - Supports and ideas for families and students enrolling in or attending IHEs
 - Tips for schools, families, and students on how to prepare students for IHEs

The Need to Prepare Students with Disabilities For Post Secondary Education



- Students with Disabilities Accounted for 11% of students in IHEs in 2008.

Students with Autism in IHEs

- 1 in 88 Children Have Some Form of Autism
- Wisconsin Post High School Outcomes Survey (2007-08)
 - 59 of 467 Students (13%) identified as having autism
- WTCS (Wisconsin Technical College System)
 - 1996: (5) students with ASD
 - 2007 : (129) students with ASD
 - 2012: (337) students with ASD

**How are Students with ASD
Doing in IHEs?**

- No Hard Data But we Know . . .
 - Autism in adults is highly correlated with anxiety, depression, obsessive compulsive disorder, and ADHD
 - College requires students to have solid organization, communication, and social competencies

Stress, Anxiety, and Autism

- People with Autism Present . . .
 - Higher Resting Heart Rates
 - Differences in Neuro-Processing
- “The principal emotion experienced by autistic people is fear” Temple Grandin
- “I hide it well, but the fear and anxiety is always with me” John Elder Robinson

**Importance of Social and Emotional
Curriculum**

- Educational Skills Gets a Job / Social Emotional Skills Keeps a Job
- Social and Emotional Education Becomes More Important as Students Get Older
 - Young adults begin to see why social skills are important versus high school. Sadly, there is often nobody available to teach social and emotional skills after high school

What is Autism?

- General Differences in Regards to:
 - Communication
 - Social Interactions
 - Interests and Routines
 - Sensory Needs

“If you met one person with autism ...”

Autism and Society

People with Autism Generally Have Difficulties ...

- In School
- With Family and Personal Relationships
- With Work Relationships

Why College?



- Better Pay and Work Options
- Self Confidence
- Explore Interests
- Social Inclusion

**College for Students with
Intellectual and Neurological
Disabilities**

The New Normal

Differences Between IHEs and K-12



- IDEA No Longer Applies
- Child Find vs. Disclosure
- Specialized Instruction vs. Accommodations
- Cost

Differences Between IHEs and K-12

- Accommodations vs. Modifications
- Attendance Requirements
- Progress Monitoring is Done by Student and NOT School
- Connections with Community Supports Must be Done Independently by Student

Differences Between IHEs and K-12

- Larger Class Sizes (ex: lecture rooms)
- Class Assignments are Chosen by Student
- Schedule of School Year and Classes Per Week
- Cost and Acquiring Texts and Materials

Differences Between IHEs and K-12

- Teacher Attention and Responsibilities
- Less Consistency in Overall Teaching Styles
- Study Time is Mostly Outside of Class / School
- Parent Ability to Advocate and Assist

College Supports for Students with ASD and Other Disabilities



- Section 504 of Rehabilitation Act of 1973
- Americans with Disabilities Act (1990)
- 2008 Higher Education Opportunity Act

College Options for Students with ASD and Other Disabilities

- Stand Alone (Segregated) Post Secondary Experience
- Mixed (Specialized Classes on Same Campus)
- Integrated (Full Inclusion Programs)

College Options for Students with ASD and Other Disabilities

- Audit Classes
- Continuing Education
- Modified Schedules
- Full Course Schedule

WI College Options for Students with ASD and Other Disabilities

- Wisconsin Independent Life College
- 200 Colleges Listed Nationally on Think College Directory as of November 2012
 - Edgewood College: Cutting Edge Program
 - UW Stout : Transition Partnership School
 - UW Oshkosh: Project Success
 - Shepherds College

WI College Options for Students with ASD and Other Disabilities

- UW – Whitewater
 - <http://www.uww.edu/csd/>
- UW – Madison
 - <http://www.mcburney.wisc.edu/>
- Madison College
 - <http://madisoncollege.edu/disability-resource-services-drs>

Programs Prior to First Semester

- Summer Programs or Boot Camps
- Orientations
- Disability Resource Services
- Register Office Support
 - ex: Help with Paperwork

Reasonable Accommodations at IHEs

- Assistive Technology
 - Smart Pens, Recording Devices, Text to Speech
- Tutors
- Testing and Time Accommodations / Deadlines

Reasonable Accommodations at IHEs

- Reduced Course Load Requirements
- Note Taking
- Seating
- Alternate Format of Materials
 - Audio, Electronic, etc.

Ideal Accommodations at IHEs

- Movement Accommodations
- Visual Supports
- Peer Supports
- Life Tutors
- Regulation Supports

Ideal Accommodations at IHEs

- Peer Supports for College Credit
 - Mentoring a college peer with autism when you are in college will change your perspective and expectations of your students when you become a K-12 teacher working with students with autism
 - Edgewood college reported 400 peer mentors trained in fall 2012

Ideal Accommodations and Modifications at IHEs


- Alternative Admissions Processes
 - Alternative to Social Interviews and Essays

- Modified Withdrawal Dates
 - Many students with autism don't realize how overwhelming class loads are until later in semester

Ideal Accommodations and Modifications at IHEs

- Handbooks of Possible Accommodations
- Certificate and/or Alternate Programs that Teach Functional Life, Technical, and/or Work Skills
- Better collaboration Between Agencies

Families Looking At IHEs for Children with ASD



- Consider Educational Power of Attorney
 - Allows a door for advocacy and communication
 - Still allows for students to make choices

**Families Looking at IHEs
for Children with ASD**

- Think about Timeline for Independence
 - Is the expectation that child is mature and independent at age 18 or 21?
 - How are we bridging supports to independence?
- Compile Recent Documentation of Disability
 - Review and discuss with child
 - Provide child with a copy

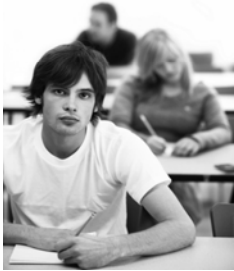
**Families Looking at IHEs
for Children with ASD**

- Take a Close Look and Ask Questions to . . .
 - Admission Offices
 - Disability Resource Centers
 - Career Service Centers
- Can They Answer Questions About What they Can and Cannot Support?

**Families Looking at IHEs
for Children with ASD**

- Look at Location of School
- Discuss Comfort Zones of Possible Support

What Students Say About Their Experience in IHEs



“My whole life I grew up with advocacy”

“There has to be someone else to show you that there is another way”

What Students Say About Their Experience in IHEs

“Am I going to be able to throw my dirty clothes on the floor?”

“How often do I speak up without sounding like a know it all?”

“My parents supported me venturing out to do what I wanted to do.”

What Students Say About Their Experience in IHEs

“I had great teachers from kindergarten through senior year of high school”

“I wish I had a social group in high school”

“Students should be ready to go outside of their comfort zones”

Tips on What Students Can do To Support Themselves in IHEs



- Academic
- Communication
- Organization
- Self Determination & Protection
- Work, Leisure, & Relationships

Tips on What Students Can do To Support Themselves in IHEs

- Be Ready to Disclose Your Disability
- Be Ready to Negotiate Accommodations
 - BEFORE requesting accommodations
 - Don't wait two weeks before finals!

Tips on What Students Can do To Support Themselves in IHEs

- Consider Paid Employment while in School
 - Tutoring jobs may be a great way to learn responsibility and social skills
 - Student help desk
- See Attached References for More Tips

**What Can we Do Now
in K-12 Education?**



- Teach Hidden Curriculum
- Adaptive and Functional Skills
- Prepare Students for Differences between IHEs and High School

**What Can we Do Now
in K-12 Education?**

- Ensure that Learning is Meaningful
- Develop and Encourage Students Areas of Interest

**What Can we Do Now
in K-12 Education?**

- Use Visual Supports for Verbal Students
- Teach Students to Learn Skillful and Independent Behavior
- Education Gets you into College / Social and Emotional Skills Graduate you from College

**What Can we Do Now
in K-12 Education?**

- Social Thinking and Social Communication
(Michelle Garcia Winner)
- Attribution Analysis (Sherry Moyer)
- Progressive Relaxation and Imagery
(June Groden)

**What Can we Do Now
in K-12 Education?**

- Teach Self Efficacy Skills
 - Positive affirmations
 - Activities around student strengths
 - Students tracking progress on skills
- Teach Self Monitoring and Self Regulation
- Use Evidence Based Practices for Students
with ASD

NPDC-ASD

<http://autismpdc.fpg.unc.edu/content/briefs>

National
Professional
Development
Center on
Autism
Spectrum
Disorders

NPDC-ASD Criteria for ASD

<http://autismpdc.fpg.unc.edu/content/briefs>

- Antecedent-based interventions
- Computer-aided instruction
- Differential reinforcement
- Discrete trial training
- Extinction
- *Functional behavior assessment
- Functional communication training
- Naturalistic interventions
- Parent-implemented intervention
- Peer-mediated instruction/intervention
- Picture Exchange Communication System™
- Pivotal response training
- Prompting
- Reinforcement
- Response interruption/redirection
- Self-management
- Social narratives
- Social skills training groups
- Speech generating devices
- Structured work systems
- Task analysis
- Time delay
- *Video modeling
- Visual supports

*These modules are not yet on AIM

Autism Internet Modules (AIM)

www.autisminternetmodules.org

- Sign up for a Free Account
- Includes Both NPDC-ASD Modules and other Modules
- Includes CEC Professional Standards
- Lists Upcoming Modules

Autism Internet Modules (AIM)

www.autisminternetmodules.org

- Five Major Sections
 - Recognizing Autism
 - Autism at home
 - Autism in classroom
 - Autism in workplace
 - Autism in community
- Drop Downs of Descriptions Provided
- Some Modules Fit Multiple Categories
- Module Time Range = 30 Min to 2 Hours

Autism Internet Modules (AIM)
www.autisminternetmodules.org

Includes all of the NPDC-ASD Evidence Based Practices as well as . . .

- Assessment for Identification
- Customized Employment
- Home Base
- Language and Communication
- Overview of Social Skills Functioning and Programming
- Preparing Individuals for Employment
- Restricted Patterns of Behavior, Interests, and Activities
- Rules and Routines
- Sensory Differences
- Social Supports for Transition-Aged Individuals
- Structured Teaching
- Supporting Successful Completion of Homework
- The Employee with Autism
- The Incredible 5-Point Scale
- Transitioning Between Activities

Avoid Traditional Behavior Interventions

- Reasoning
- Verbal Reprimand
 - Hurry Up!
 - You Need to Get Ready To . . . !
 - You know what to do!
- Time Out or Reduced Access
- Suspension / Expulsion

When We Are Faced with Behaviors that Interfere with Learning

We have the choice to . . .

- 1) Ignore or Do Very Little
- 2) Use Traditional Behavior Interventions
- 3) Use PBIS and EBP
- 4) Use PBIS and EBP with Fidelity

**What Families Can Do Now
in K-12 Education?**



- Enroll Child in Youth Options
- Ask that Guidance Counselor Attend IEP Meeting or Meet Separately

**What Families Can Do Now
in K-12 Education?**

- Make a Plan to Reduce the Time Taken to Start Over Each Year
 - Video and detail accommodations and supports
 - Invite or request that past teacher(s) attend IEP meetings to discuss supports

**What Families Can Do Now
in K-12 Education?**

- Assist Child with . . .
 - Financial Literacy
 - Independent Living
 - Navigating the Community
 - Hygiene
 - Self Perception and Self Efficacy
- See Handout

What Students Can Do Now in K-12 Education?



- Know How to Run Your IEP Meeting
- Join Clubs at School
- Take a CPR or First Aid Course
- See Handout

Thank You!

- Stay Tuned for Future Web Based Trainings
- 2 Day Autism Trainings
 - <http://dpi.wi.gov/sped/autism.html>
- CESA 1 Day FBA and EBP Follow Up Training in Spring
 - CESAs 3, 8, 9, 10, 11, and 12

2 Day DPI Autism Trainings

- Jan 29/30 – Instructional Strategies – Green Bay
- Feb 19/20 – Communication – Milwaukee
- Mar 5/6 – Social Skills – WI Dells
- Register On-line on DPI Autism Page:

<http://www.dpi.wi.gov/sped/autism.html>

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