



IATF

Interdepartmental Autism Task Force
University of Cat

University of Georgia

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Mission & Outcomes

Mission - The mission of the IATF is to provide a research based strategic plan for spreading awareness of Autism Spectrum Disorder (ASD) and increasing the accessibility programs, services, and educational opportunities across campus for those on the Autism spectrum.

Learning outcomes - As a result of participating in the IATF's strategic plan, campus constituents will be able to:

- Identify and address existing curricula, programs, and personal behaviors that might negatively impact students with ASD.
- Respond supportively to students with ASD who are experiencing crisis.
- Create more inclusive and accessible programs, services, and curricula for students with ASD.



Avoiding a Neurotypical Lens

Including first-person perspectives from the ASD community was essential to the development of IATF. As a neurotypically identified group we recognized that our lenses were limited in capturing the needs and experiences of students with ASD. With that in mind, we enlisted the perspectives of two scholars who identify with the ASD community:

- Liane Holliday Willey, EdD
 - Dr. Willey is an internationally-renowned author, keynote speaker on autism spectrum conditions, communications, and learning diversity.
- Dr. Stephen Shore
 - A current board member of Autism Speaks, president emeritus of the Asperger's Association of New England, and advisory board member of the Autism Society, Dr. Shore serves on the boards of the Asperger Syndrome and High Functioning Autism Association, The US Autism and Asperger Association, the Scientific Counsel of OAR, and other autism related organizations.

In addition, Dr. Stephen Shore connected us with community partners that provided IATF with resources, critical feedback on our proposal, and agree to assist with the analysis of our end of the year evaluations.

Liane Holliday Willey. (2017). Retrieved from: <http://www.aspie.com>

Stephen Shore. (2017). Retrieved from: <http://www.autismasperger.net/bio.htm>



THE **A**RT OF **A**UTISM

COMMUNITY
PARTNERS



What is Autism Spectrum Disorder?

“Autism, or autism spectrum disorder, refers to a range of conditions characterized by challenges with social skills, repetitive behaviors, speech and nonverbal communication, as well as by unique strengths and differences.

We now know that there is not one autism but many types, caused by different combinations of genetic and environmental influences.

The term “spectrum” reflects the wide variation in challenges and strengths possessed by each person with autism.”



College Students with ASD

- Due in large part to the intervention and support efforts on the K-12 level, the number of students with ASD applying to and attending college is continuing to increase
- Currently, the legal obligations of Institutes of Higher Education only accounts for providing reasonable accommodations, which does not necessarily encompass the needs of all students with learning disabilities
- “Students with HFA/AS often need support in two additional domains... (1) the executive functions of planning, organizing, and time management, and (2) the social-emotional/relationship realm” (Longtin, 2014, p.64)

Longtin, S. E. (2014). Using the College Infrastructure to Support Students on the Autism Spectrum. *Journal Of Postsecondary Education And Disability*, 27(1), 63-72.



Comprehensive Assessment Model

- Using the previously stated mission, we have planned an ongoing assessment using Barham & Scott's (2006) Comprehensive Assessment Model, focusing on the **development** paradigm
- **Objectives:**
 - Based off two qualitative surveys
 - Needs of students with ASD, and potential for support from faculty and staff
- **Outcomes:**
 - Dependent on survey responses; will be framed around three branches of our strategic support plan (Academic support, peer education, and crisis response)
- **Assessment:**
 - Conduct qualitative assessments from all stakeholders
 - Students with ASD; faculty, staff, and peer supporters
- **Evaluate:**
 - Based on established learning outcomes
 - Model cycles back to mission at this point for continued improvement



Qualitative Survey to Students with ASD

- Gather qualitative data about 2 identified areas of need
 1. The executive functions of planning, organizing, and time management
 2. The social-emotional/relationship realm
- Offer multiple options for students to complete survey, in order to ensure inclusivity across all social needs
 - Focus groups
 - One-on-one interviews
 - Online survey

Longtin, S. E. (2014). Using the College Infrastructure to Support Students on the Autism Spectrum. *Journal Of Postsecondary Education And Disability*, 27(1), 63-72.

Cullen, J. A. (2015). The Needs of College Students with Autism Spectrum Disorders and Asperger's Syndrome. *Journal Of Postsecondary Education And Disability*, 28(1), 89-101.

Qualitative Survey to Faculty and Staff

- Gather qualitative data about potential for support from faculty and staff; identify departments and functional areas based on branches of strategic plan, and additional opportunities for collaboration:
 - Disability Services
 - Health Center
 - Learning/Retention Center
 - Career Services
 - Student Center/Recreational Facility
 - Academic Departments and Libraries
 - Residence Life
 - Campus Safety

Peer Education

Housing & Student Activities

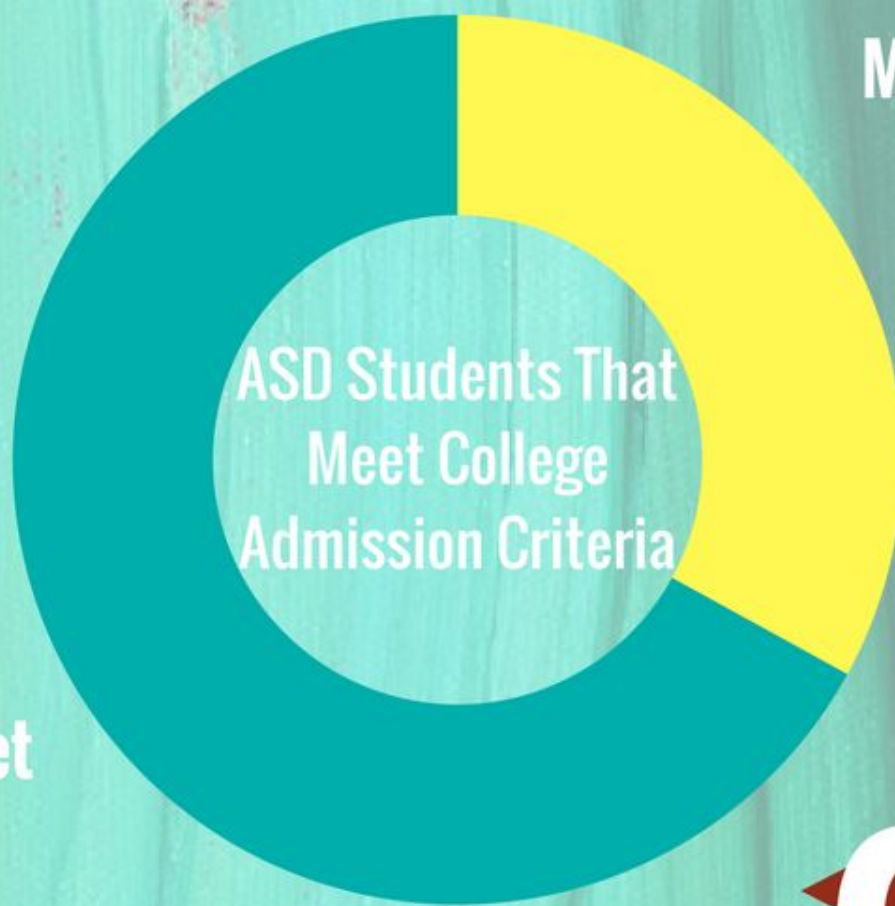
Faculty & Disability Resources

Academic Support

Strategic Plan

Mental Health & Campus Police

Crisis Response



Meet Criteria
33%

ASD Students That
Meet College
Admission Criteria

Don't Meet
67%

ASD in the

Classroom

OF THOSE
20%
GRADUATE



Faculty Training for Academic Support

- Data shows a clear need for more supportive academic environments.
- More research has been done on supporting students with ASD in K-12 education, making faculty with K-12 experience a better resource for their peers in supporting students with ASD.
- These faculty, working with Disability Services, will conduct a training to educate their faculty peers. The training will include:
 - Counterstories from students with ASD to combat stigma.
 - Use of needs assessment to inform training.
 - Increased awareness of needs of students with ASD.
 - Knowledge of resources for students with ASD
 - Advocacy and empowerment to help students with ASD take advantage of these resources.
 - Strategies for adapting class curriculum to be more accessible to ASD student needs. (i.e. Universal Design for Learning incorporates visual, auditory, and tactile learning styles).

ASD LAW ENFORCEMENT TRAINING

In recent years there have been several instances where police have mishandled situations with people from the Autism community, some that have end with excessive force or even death. With this in mind IATF has designed a local law enforcement training program.

- Adapted from Autism Speaks, The Autism Response Team (ART), and our campus Crisis Intervention protocol
- Training focuses on teaching our local and university police how to interact with individual with autism

"Because police are usually the first to respond to an emergency, it is critical that these officers have a working knowledge of autism, and the wide variety of behaviors individuals with autism can exhibit in emergency situations." - Autism Speaks

An abstract painting on the left side of the slide, featuring swirling, textured brushstrokes in shades of blue, green, pink, and white, creating a sense of movement and depth.

Partnership with Housing & Residence Life and Student Activities

- Common Needs
 - Smooth transition of students into campus housing
 - Developing a routine as college students
 - Social integration within student body
- Housing & Residence Life
 - Train staff on ASD
 - Early Arrival Program
 - Regular engagement with students
- Student Activities
 - Structured programming to support integration
 - Target involvement in community-based social activities and extracurricular activities

Ackles, L., Fields, H., & Skinner, R. (2013). A Collaborative Support Model for Students on the Autism Spectrum in College and University Housing. *Journal Of College & University Student Housing*, 39/40(2/1), 200-212.

Ashbaugh, K., Koegel, R. L., & Koegel, L. K. (2017). Increasing Social Integration for College Students With Autism Spectrum Disorder. *Behavioral Development Bulletin*, doi:10.1037/bdb0000057

An abstract painting with a vertical orientation, featuring a mix of blue, green, yellow, and purple hues. The texture is visible, suggesting brushstrokes or a similar artistic technique. The colors are layered and blended, creating a vibrant and complex visual effect.

Educating Peers on ASD

- RA Training
 - Training session by Disability Services
 - Foundational awareness at all levels of staff
 - Better situate staff to understand, connect, and empathize with students
- Collaboration with Disability Services
 - Frequent training sessions and programs throughout the year
 - Offer professional development to develop strategies in supporting students
 - Ex: case studies

Ackles, L., Fields, H., & Skinner, R. (2013). A Collaborative Support Model for Students on the Autism Spectrum in College and University Housing. *Journal Of College & University Student Housing*, 39/40(2/1), 200-212.

Ashbaugh, K., Koegel, R. L., & Koegel, L. K. (2017). Increasing Social Integration for College Students With Autism Spectrum Disorder. *Behavioral Development Bulletin*, doi:10.1037/bdb0000057

An abstract, colorful geometric artwork on the left side of the slide. It features a complex, faceted structure on the left, resembling a crystal or a modern architectural element, with a palette of blues, greens, reds, and purples. To the right of this structure is a soft, glowing orb with orange and yellow hues, set against a background of swirling, ethereal patterns in shades of purple and blue.

Closing the Loop

- The final aspect of our strategic plan will be an end of year evaluation, allowing us to “close the loop” and gain feedback that will help us improve our initiatives moving forward.
- This evaluation will be completed by those that took our initial needs assessments, allowing us to measure to what extent their needs were met, and how we can improve.

An abstract graphic on the left side of the slide. It features a series of concentric, wavy circles in shades of red, orange, yellow, and green, resembling a ripple effect or a stylized flower. Above this, there is a white rectangular shape with a black border, resembling a window or a frame, set against a background of soft, blended colors like pink, purple, and blue.

BUDGET

- We are requesting \$500 from the Dean of Students Office to assist with assessment efforts.
- In good faith, we are allocating \$500 of our units' programming budgets to assist with these initiatives



Questions?

All Artwork Retrieved From:
The Art Of Autism. (2017). Retrieved from <http://the-art-of-autism.com>