UNIVERSITY OF GEORGIA

TEAM LEADER:
ARIANA MOLLERS

TEAM MEMBERS:
LIZ BALDWIN
ALLYSA CLAGETT
ILYSSA PADRID

MEET THE STAFF!

**LIZ BALDWIN
DIRECTOR**

B.A. Psychology &
French, *Bucknell
University* '16

**ARIANA MOLLERS
ASSISTANT
DIRECTOR**

B.A. Public
Relations,
Virginia Tech '16

**ILYSSA PADRID
SENIOR
COORDINATOR**

B.A. Public Health
Policy, *UC
Irvine* '14

**ALLYSA CLAGETT
GRADUATE
ASSISTANT**

B.A. Psychology, *NC
State* '16

WHAT IS THE

AUTISM SPECTRUM?

Persistent deficits in social communication and social interaction across multiple contexts, as manifested by the following, currently or by history

Autism Spectrum Disorder (ASD) can be reliably diagnosed as early as age two

While some individuals are thriving, many, many others need personalized support and services to reach their full individual potential for the rest of their lives

1 in 49

male-identified are diagnosed with autism spectrum disorder

1 in 189

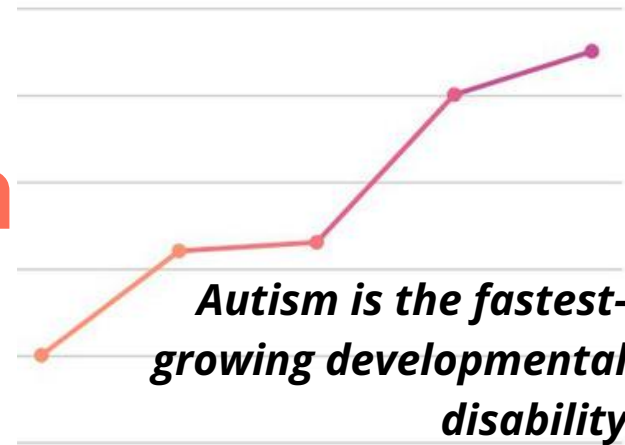*female-identified are diagnosed with autism spectrum disorder*

More than **3.5 million**

Americans live with an autism spectrum disorder

FACT:

1 in 68 children

HAVE AUTISM SPECTRUM DISORDER

the average cost of educating an ASD student is about:

$12k

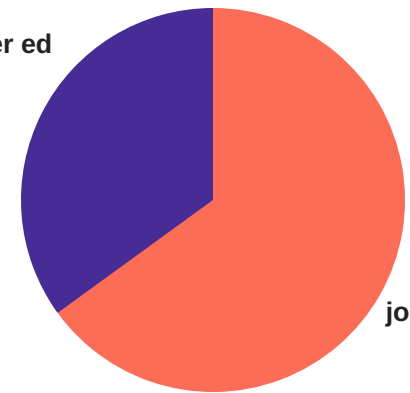***Autism is the fastest-growing developmental disability***

It costs more than

$8,600

extra per year to educate a student with autism

no job/higher ed
35%

job/higher ed
65%

ASD young adults (age 19-23) after leaving high school

SUPPORTING AUTISM SPECTRUM STUDENTS (SASS)

ORIENTATION

FACULTY

ACCOMMODATIONS

SERVICES

STUDENT ORGS

WORKSHOP

ORIENTATION PROGRAM

STUDENTS

- **Personalized** presentations
- **Small group** activities
- **Opportunity** to self-identify & register needs with resource center
- **Build community** with one another
- **Create** relationships with peer mentors
- **Academic** advising

SUPPORT SYSTEM

- **Opportunity** to connect with pharmacy about student medication
- **Legal** representatives available for consultation
- **Garner** support from other support systems
- **Financial** aid consultation

Implement a <u>required</u> onboarding webinar for faculty and staff training

Must be re-taken every 2 years

SASS TRAINING
connecting with your students

Make your own path.

ACCOMMODATIONS

technology

classroom

testing

- **Audiobook** Library
- **Subtitle** services
- **Notetaking** services
- **Speech to text** services
- **Alphasmart** word processing tool availability
- **Tape/Video** recording services

- **Advocate** for mixed media classrooms with easily moved furniture
- **Encourage students** to advocate for their right to:
  - Take breaks
  - Use fidget tools
- **Encourage faculty** to outline and make available the plan for each class session

- **Testing and computer lab space** for those who need to type responses or need extra time
- **Train staff** to be proctors for modified oral examinations
- **Educate faculty** on accommodation
- **Individualized Educational Plan (IEP)** Testing

- **Establish relationship** with local law office for pro-bono legal work
- IEP testing for **right to accommodations**
- **Funding** allocations

LEGAL COUNSEL

- **Establish relationship** with local pharmacy
- Manage **automatic renewals**
  - student calls to opt-out of a renewal
- **Provide services** for medication storage and administration if needed

PHARMACY

SENSORY OVERLOAD

experience what sensory overload & sensitivity feels like

can you make it through the next 68 seconds?

PLEASE CLICK ON THE PLAY BUTTON FOR VIDEO EXPERIENCE

SENSORY SERVICES

ROOMS DESIGNATED TO SENSORY SERVICES AROUND CAMPUS WILL PROMOTE:
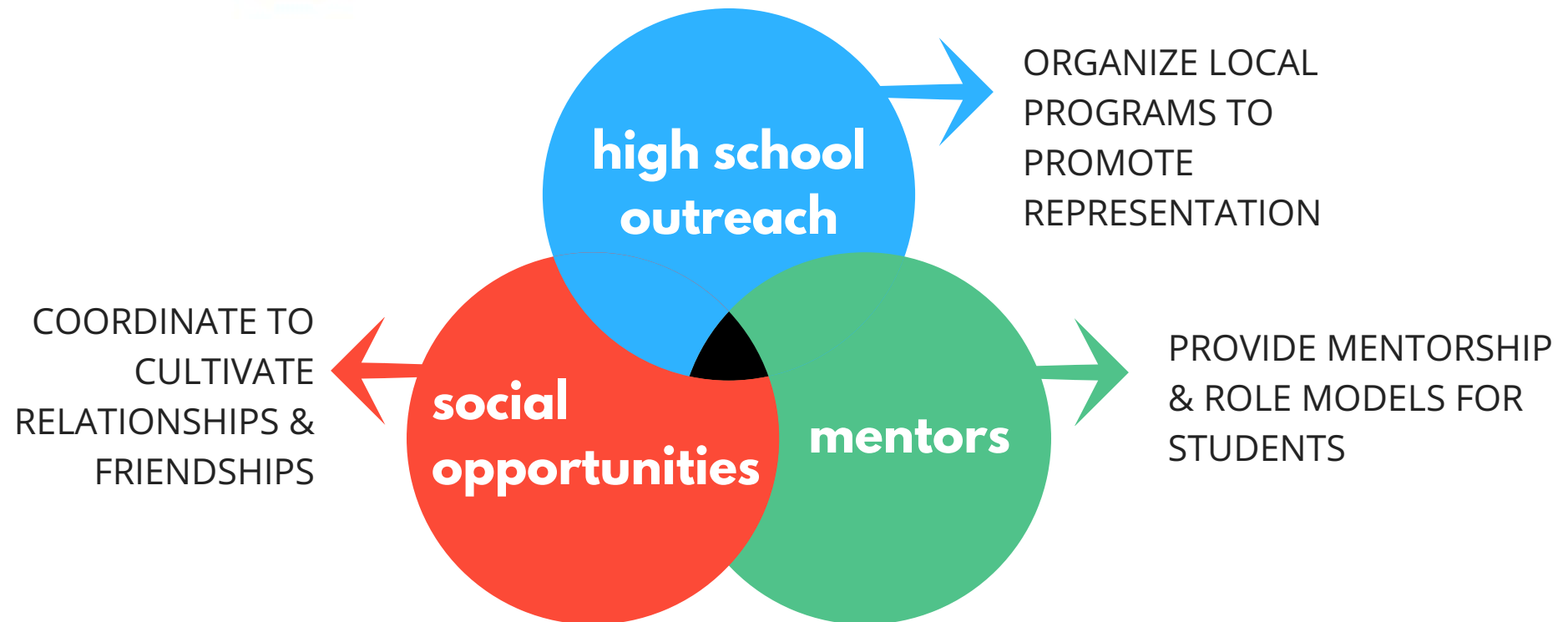
WELLNESS

COMFORT

COMMUNITY

MATERIALS PROVIDED

- **Weighted Blankets**
- **White Noise**
- **Headphones**
- **Pillows**
- **Relaxing activities**

STUDENT ORGANIZATION

ACT
Autism
Community
Team

A STUDENT ORGANIZATION FOR INDIVIDUALS ON THE SPECTRUM FOR THE PURPOSE OF SOCIAL SUPPORT, COMMUNITY OUTREACH, AND SERVICE

high school outreach → ORGANIZE LOCAL PROGRAMS TO PROMOTE REPRESENTATION

COORDINATE TO CULTIVATE RELATIONSHIPS & FRIENDSHIPS ← **social opportunities**

mentors → PROVIDE MENTORSHIP & ROLE MODELS FOR STUDENTS

STAGE MODELS OF DISABILITY IDENTITY FOR ACT ORGANIZATION

STAGE 1: ACCEPTANCE PHASE

PERSON ACCEPTS OWN IDENTITY

WHERE MOST STUDENTS ENTER THE INSTITUTION BEFORE THEY JOIN ACT

STAGE 2: RELATIONSHIP PHASE

PERSON MEETS OTHERS LIKE THEM & ENGAGES IN CONVERSATION. LEARNS ABOUT WAYS OF GROUP

STAGE 3: ADOPTION PHASE

ADOPTS THE VALUES OF THE GROUP: INDEPENDENCE, SOCIAL JUSTICE, EQUITY
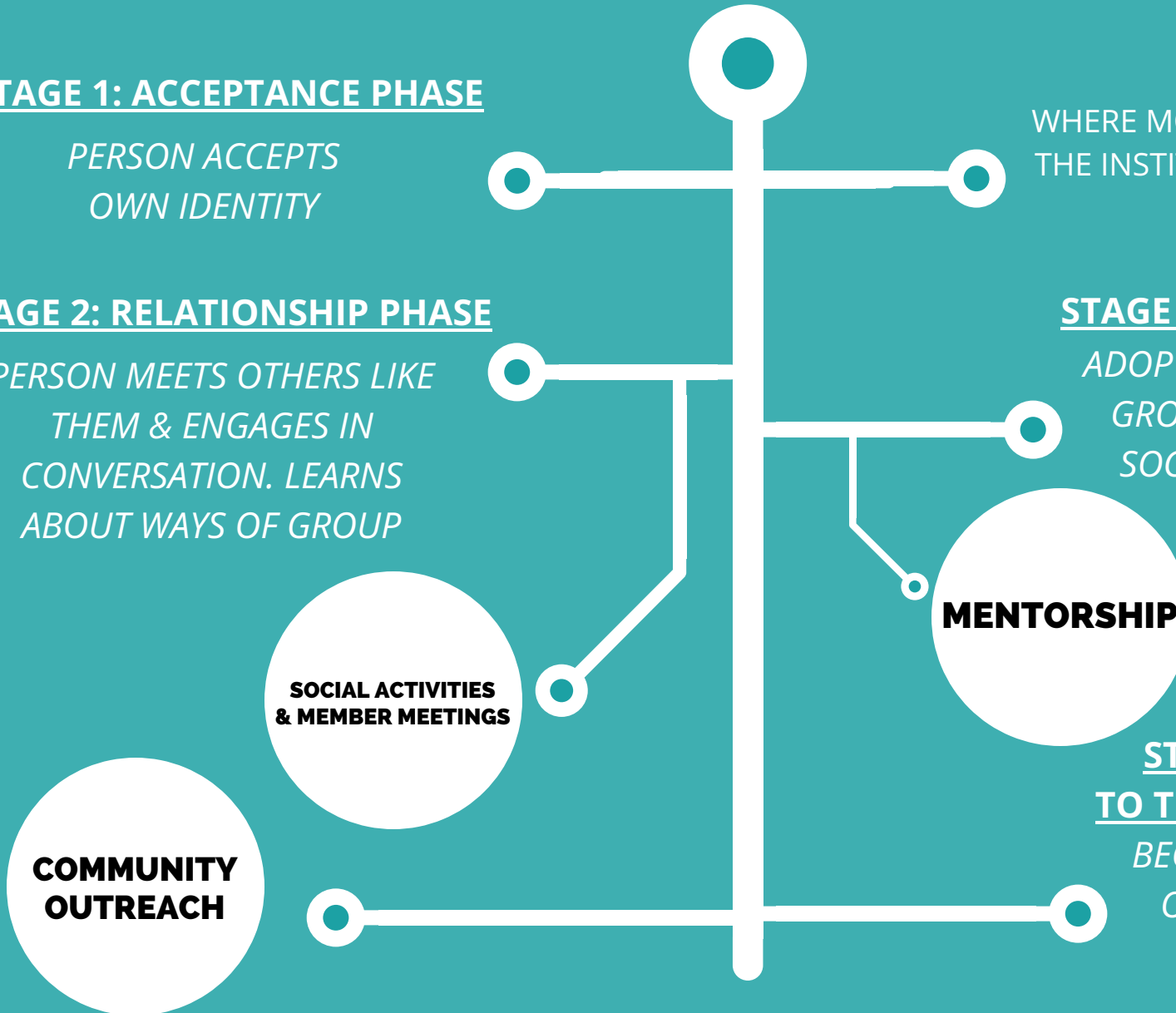
MENTORSHIP

SOCIAL ACTIVITIES & MEMBER MEETINGS

COMMUNITY OUTREACH

STAGE 4: GIVING BACK TO THE COMMUNITY PHASE

BECOMES ROLE MODEL FOR OTHERS, HELPS OTHERS, GIVES BACK TO THE COMMUNITY

STUDENT ORGANIZATION: ACT

SOCIAL ACTIVITIES & MEMBER MEETINGS

- Variety of activities, such as bowling, crafting, food, movies, and sports to appeal to all members
- Presentations on social skills to help wide range of spectrum
- End of year banquet to invite community for club recognition

COMMUNITY OUTREACH

- Student-led presentations and dialogues for students with disability to talk about college access and experiences
- Opportunities for ACT members to mentor high school students
- Complete service projects with local high schools

BE WHO
YOU NEEDED
WHEN YOU
WERE YOUNGER

MENTORSHIP

- Opportunity for older members to role model and mentor younger members of organization
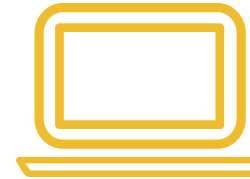- Leadership positions

WORKSHOPS

NAVIGATING ROMANTIC RELATIONSHIPS

STUDY SKILLS 101

ALCOHOL AND DRUGS

HOW TO USE TECHNOLOGY

SOCIAL SKILLS: FIRST-YEAR HALL DYNAMICS

RELATIONSHIPS OVER BREAK

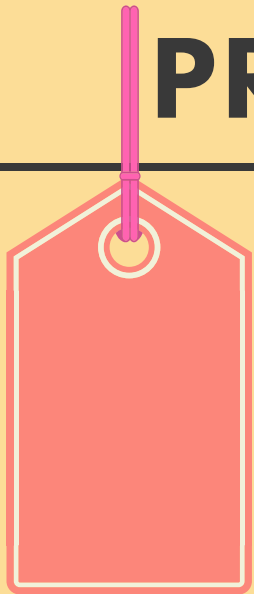**FIRST TIME AWAY FROM HOME TRANSITION**

SAFE SEX

COMMUNICATING WITH PROFESSORS

MAINTAINING FRIENDSHIPS OVER BREAK

PROPOSED BUDGET

Programming Fund
22%

ACT Fund
1%

Director
28%

Grad Assistant
6%

Senior Coord.
19%

Assist. Director
25%

Computer Lab
13%

Sensory Room
13%

Workshops
5%

Software
20%

Audio Books
5%

Marketing
1%

Text to Speech
5%

Technology
38%

TOTAL: $183,200

"

AND THEN I WILL GET A FIRST CLASS HONOURS DEGREE AND I WILL BECOME A SCIENTIST.
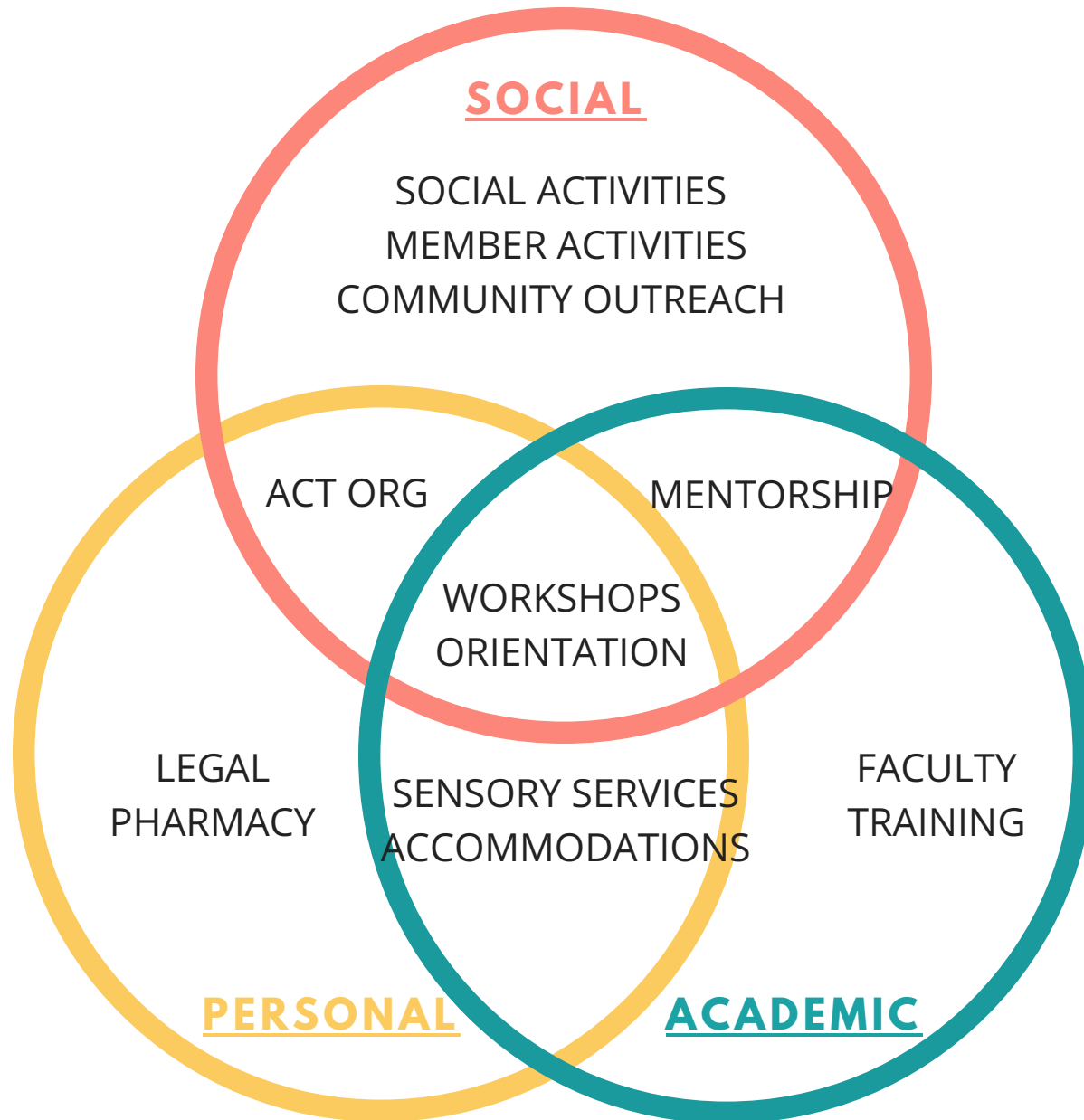
AND I KNOW I CAN DO THIS BECAUSE I WENT TO LONDON ON MY OWN, AND BECAUSE I SOLVED THE MYSTERY OF WHO KILLED WELLINGTON? AND I FOUND MY MOTHER AND I WAS BRAVE AND I WROTE A BOOK AND THAT MEANS I CAN DO ANYTHING.

"

-The Curious Incident of the Dog in the Night-Time

Mark Haddon

THE *SASS* MODEL

REFERENCES

Forber-Pratt, A.J., & Aragon, S.R. (2013). *A model of social and psychosocial identity development for postsecondary students with physical disabilities.* In M. Wappett & K. Arndt (Eds.), Emerging perspectives on disability studies (pp. 1-22). New York: Polgrave-MacMillian.

Murray, C., Flannery, B. K., & Wren, C. (2008). *University staff members' attitudes and knowledge about learning disabilities and disability support services.* Journal of Postsecondary Education and Disability, 21(2), 73-90.

Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). *Student Development in College: Theory, Research, & Practice.* San Francisco, CA: Jossey Bass.

Society, A. (2017, February 14). Home. Retrieved February 22, 2017, from http://www.autism-society.org/

Strange, C. C., Banning, J. H. (2015). *Designing for learning: Creating campus learning environments for student success.* San Francisco, CA: Jossey Bass.

The Center for Disease Control (2017, February 21). Retrieved February 22, 2017, from https://www.cdc.gov