

# ***SUPPORTING STUDENTS WITH ASD***

**UNIVERSITY OF GEORGIA**

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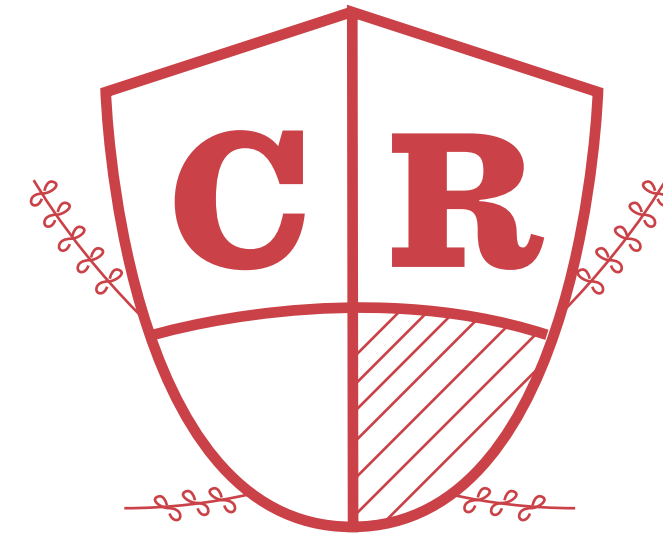
Diane Humphreys

Blaise Bolemon

*welcome to*  
**REISSER STATE  
UNIVERSITY**

*“Developing Mature Interpersonal  
Relationships since 1993”*

We have created a hypothetical University in which to situate our support program. Reisser State University, a mid-size institution situated outside of New York City, is a competitive public university and research intensive institution.



***FAST FACTS***

**18,000**

NUMBER OF STUDENTS

**Urban**

INSTITUTIONAL SETTING

**Research**

INSTITUTIONAL TYPE

# CHALLENGES to ADDRESS

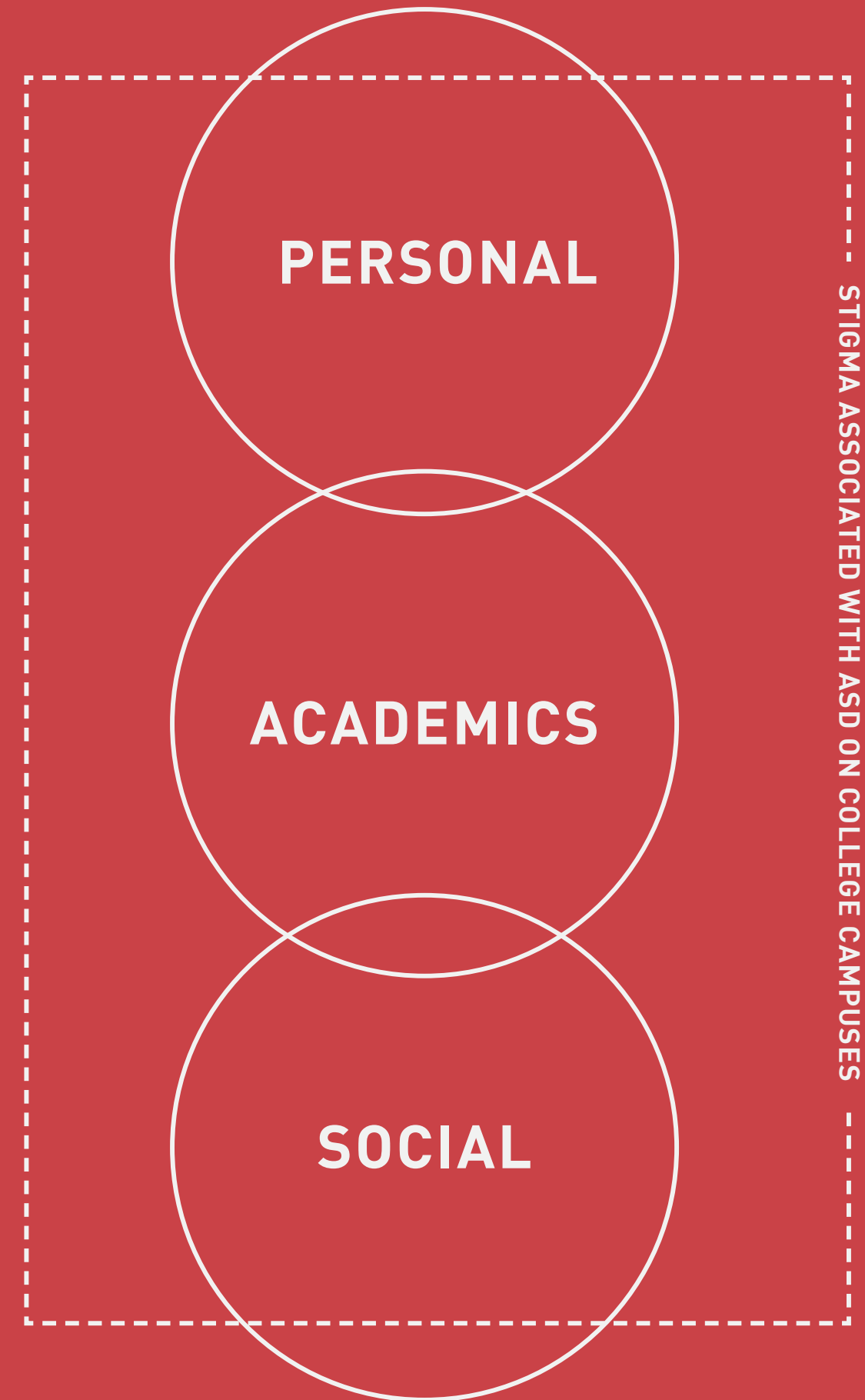


The exact numbers of students diagnosed with ASD in college is challenging to ascertain due to the reluctance of some students to identify with the disability service programs.

This presents a challenge around de-stigmatizing ASD on college campuses.

Research suggests over **50,000** students within the realm of Higher Education exist within the ASD (Autism Spectrum Disorder) scale.

Based off Cullen's "The Needs of College Students with Autism Spectrum Disorders and Asperger's Syndrome" (2015) we have identified three major categories of challenges these students may face.



STIGMA ASSOCIATED WITH ASD ON COLLEGE CAMPUSES

CULLEN, 2015

*Maintaining a schedule for functional skills such as eating, sleeping, and organization was difficult for some of the students.” (pg. 96)*

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### PRIMARY CHALLENGE

**PRIORITIZING** Students often are overly focused on academic tasks and neglect basic hygiene and self-care. Sticking to a schedule can be difficult.



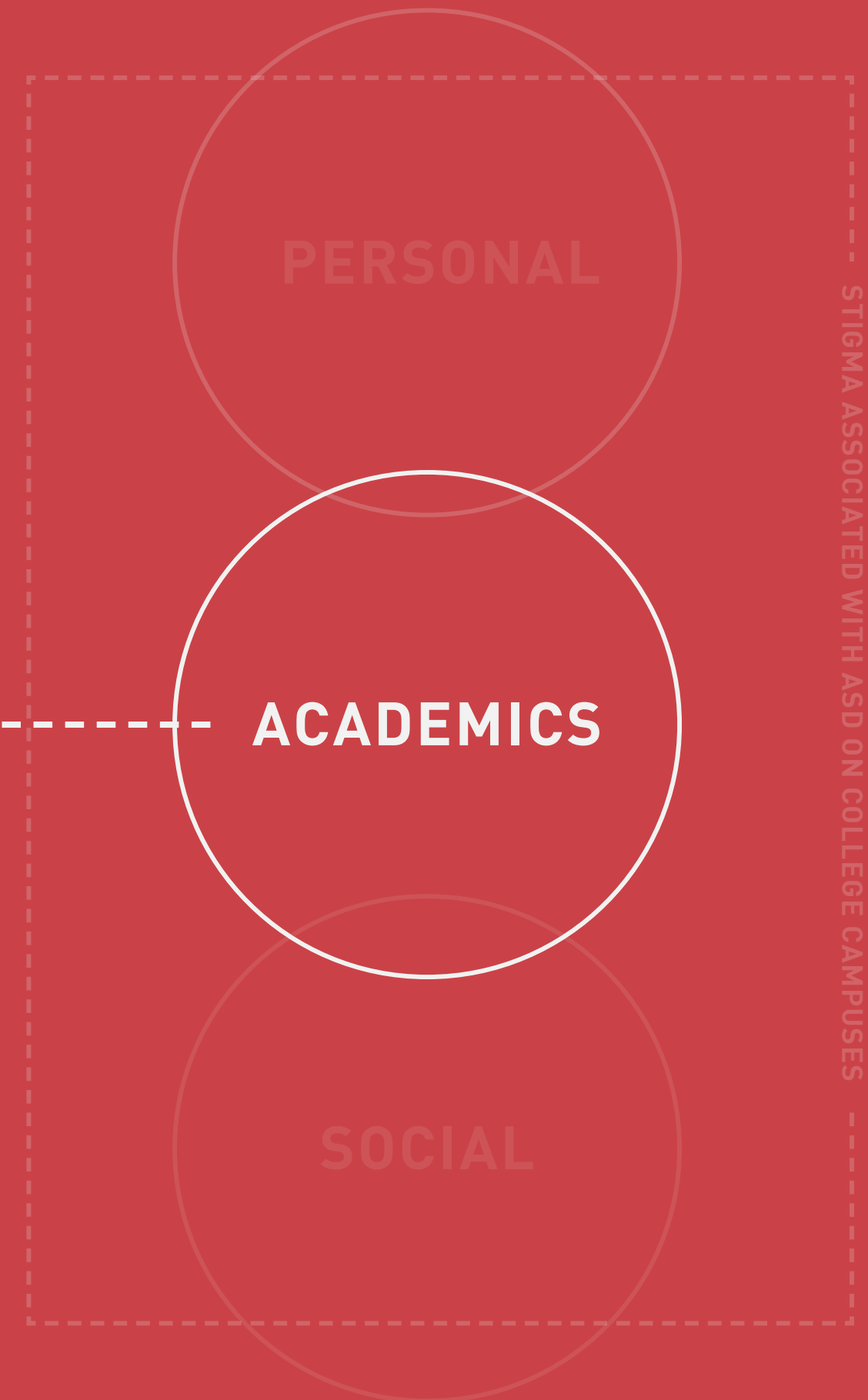
CULLEN, 2015

*College students with ASD who may be challenged by social communication skills may find that the group work environments simply accentuate their difficulties with social communication” (pg. 96)*

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### PRIMARY CHALLENGE

**GROUP WORK** Collaborative work and increased social interaction often causes anxiety. Navigating the social arenas in both the academic and social realm proved difficult for some students as well.



QUOTE FROM STUDENT IN STUDY CULLEN, 2015

*It's just really challenging socially... kind of the feeling of not really knowing what to say and what to do and as a result of that people kind of leave me out. I just really don't know what to do.” (pg. 95)*

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### PRIMARY CHALLENGE

**MEETING NEW PEOPLE** Students expressed challenges knowing how to meet or where to meet new people. Students in the study were sometimes unable to articulate their social needs



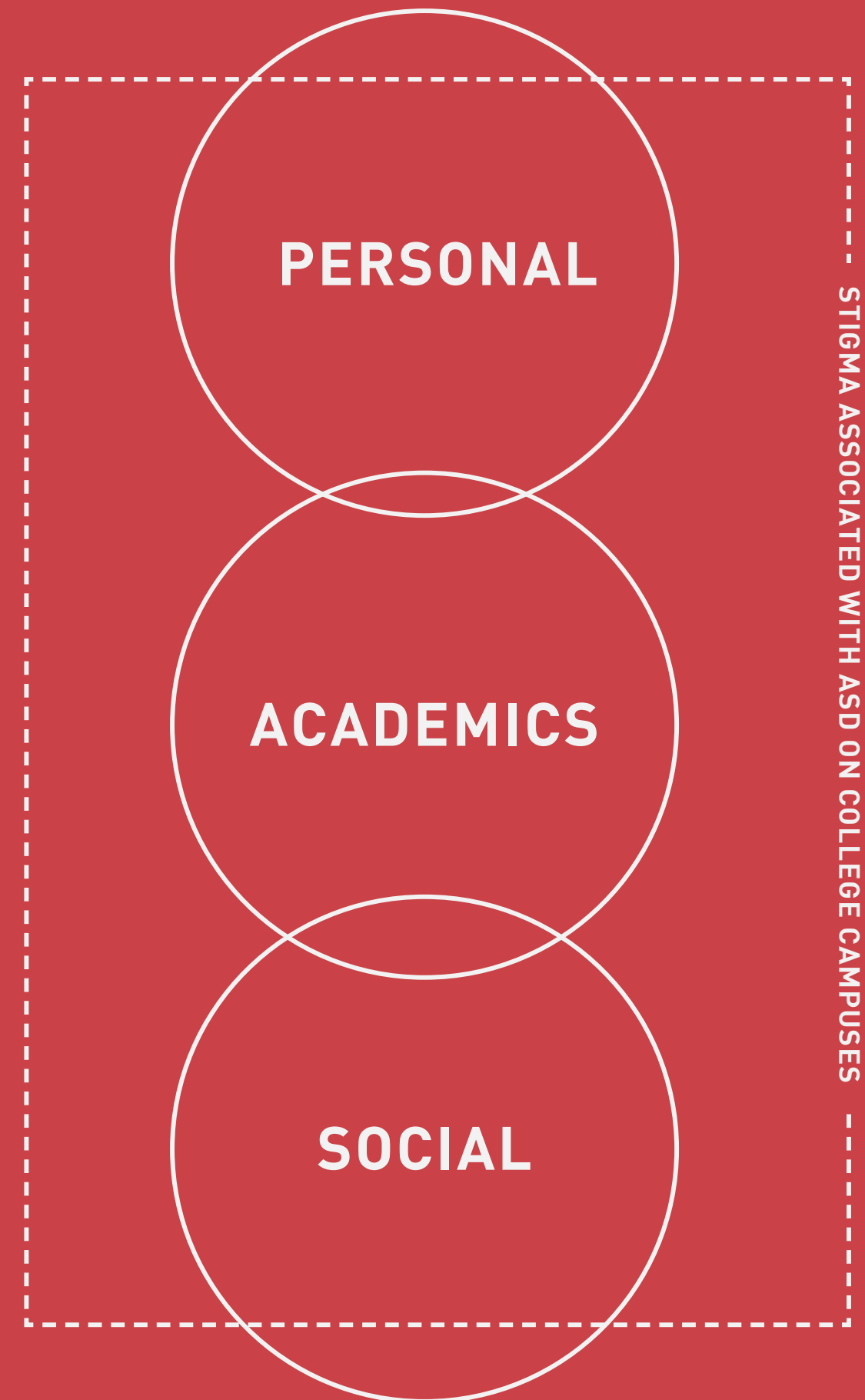
# TAKEAWAYS from CHALLENGES

Issues and challenges do not exist singularly but **affect the holistic student experience**

Students often see no value in seeking help (due to the **stigmatized climate of ASD**)

Institutional design often creates a lack of support and present additional barriers for students with ASD. This can include overcrowded public bus routes, lack of way finding and directional signage, etc.

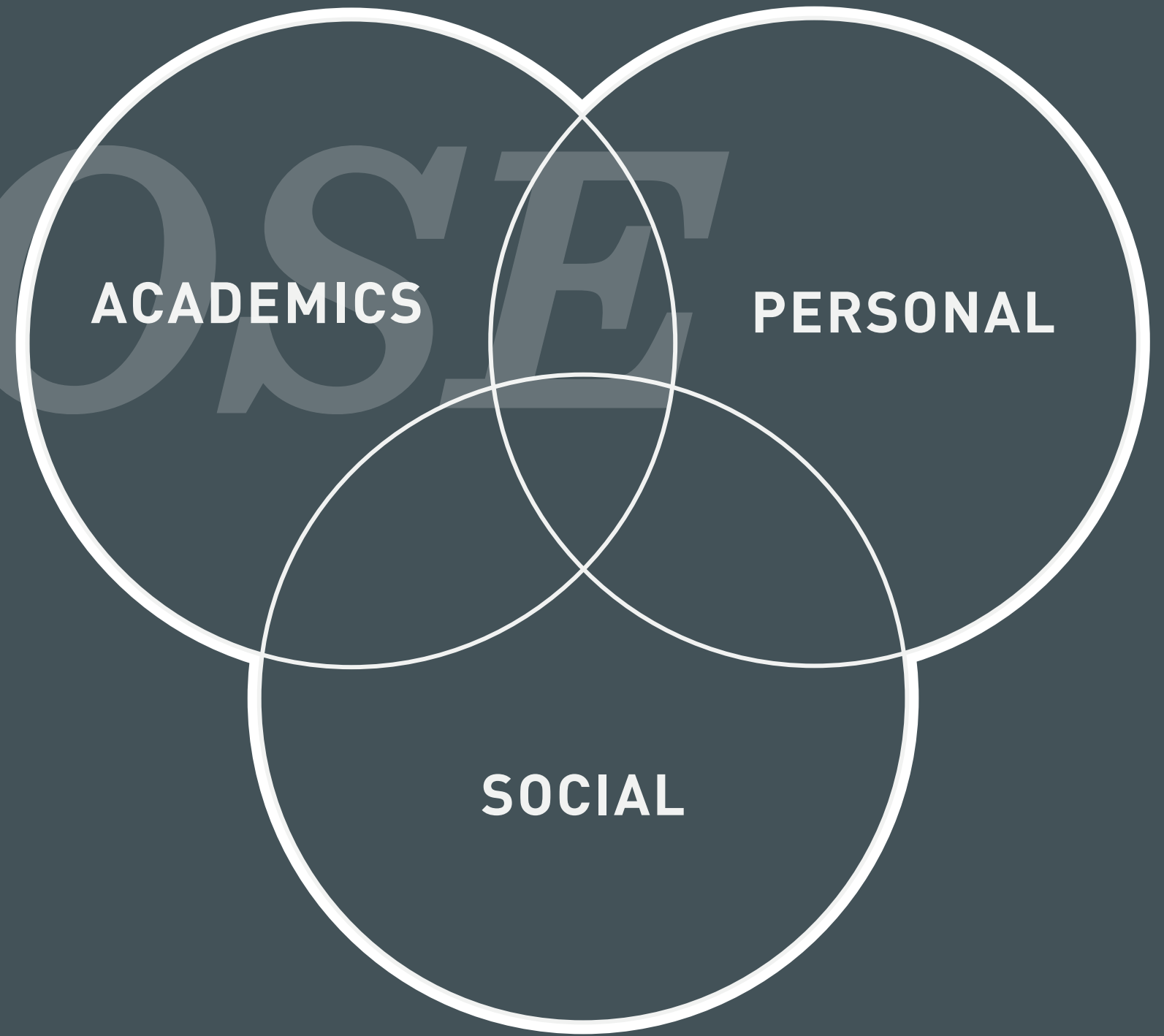
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*Here is where we come in ...*



# ...WE PROPOSE

*allow us to introduce the*  
**LaDean Scholarship Program**

An integrated approach to supporting the holistic student with ASD. Utilizing the anti-deficit approach, we will provide students with workshops, a scholastic partner, and a capstone experience.





# *LaDEAN SCHOLARSHIP PROGRAM*

Thanks to a \$10,000,000 gift we will be able to ...

- Provide students with a full-ride scholarship to Reiser State University
- Develop a small cohort of students
- Establish a three-part workshop series and a capstone service project
- Connect LaDean Scholars to a Scholastic Partner (an upperclassmen mentor)
- Conduct Student Leadership training for students
- Utilize campus resources to provide students with holistic institutional support

**\$10,000,000**

DONATION STIPULATED TO BE USED TO  
SUPPORT STUDENTS WITH ASD



**5%**

ANNUAL SPENDING RATE from NON-  
EXPENDABLE TRUE ENDOWMENT



**\$500,000**

ANNUAL BUDGET  
YIELD



**8**

YEARLY FULL-RIDE,  
EXPENSES PAID  
SCHOLARSHIPS

# *LaDEAN SCHOLARSHIP PROGRAM / THE PROGRAM*

## ***ELEMENTS***

**Scholarships |** The program provides scholarships annually for 8 students diagnosed with ASD. Scholarships will be able to cover housing and educational expenses as well.

**Campus Awareness Campaign |** A mechanism to not only de-stigmatize ASD on our college campus, but to also document the student experiences within the LaDean Scholarship Program.

**Workshops |** One requirement of the scholarship is to attend 3 workshops and a capstone community service project. The workshops revolve around providing holistic support to the LaDean Scholars in various aspects of their life with ASD.

**Scholastic Partners |** LaDean Scholars will be assigned an upperclassmen that will serve as a Scholastic Partner. These students serve as a semi-peer mentor and a guide for navigating college life.

## ***TIMELINE***

### **Fall 2017**

- Scholastic Partner Recruitment and Selection

### **Spring 2018**

- Launch ASD Awareness campaign
- Begin Scholastic Partners training

### **Fall 2018**

- LaDean Scholars admitted
- Workshops Begin
- Recruitment and selection for Scholastic Partners begins

### **Spring 2019**

- Workshops Continue
- Begin Scholastic Partners training

**2:1**

***RATIO OF LaDEAN  
SCHOLARS TO  
SCHOLASTIC  
PARTNERS***

Made up of upperclassman students to act as a guide for navigating the campus climate for our LaDean Scholars. The group will meet bi-weekly starting in the spring 2018 semester.

- Content designed around the
- Anti-deficit approach (avoiding the concept of savior-ism)
- Students will be educated on Intent v. Impact
- In-depth exploration into ASD identity group (2 weeks)
- Education on Campus Resources (1 week)
- Leadership Training (2 weeks)

“I’m more than ASD”

*SOCIAL MEDIA AND GRAPHIC  
PRINT CAMPAIGN*

Students will fill in the blank with misconceptions about ASD and how they feel they are perceived by peers. These will be printed and used on bus advertisements, print stands, and social media

The conglomeration of student-generated content will then be compiled into a blog-like webpage which will be used to document the student experience for the future LaDean scholars

The purpose of this campaign is to introduce the LaDean Scholars to campus, both the students and the program as a whole, as well as promote a healthy image around ASD in general

# LaDEAN SCHOLARSHIP PROGRAM / ORGANIZATION CHART

Primary governing body, responsible for scholarship allocation and supervising Executive Director

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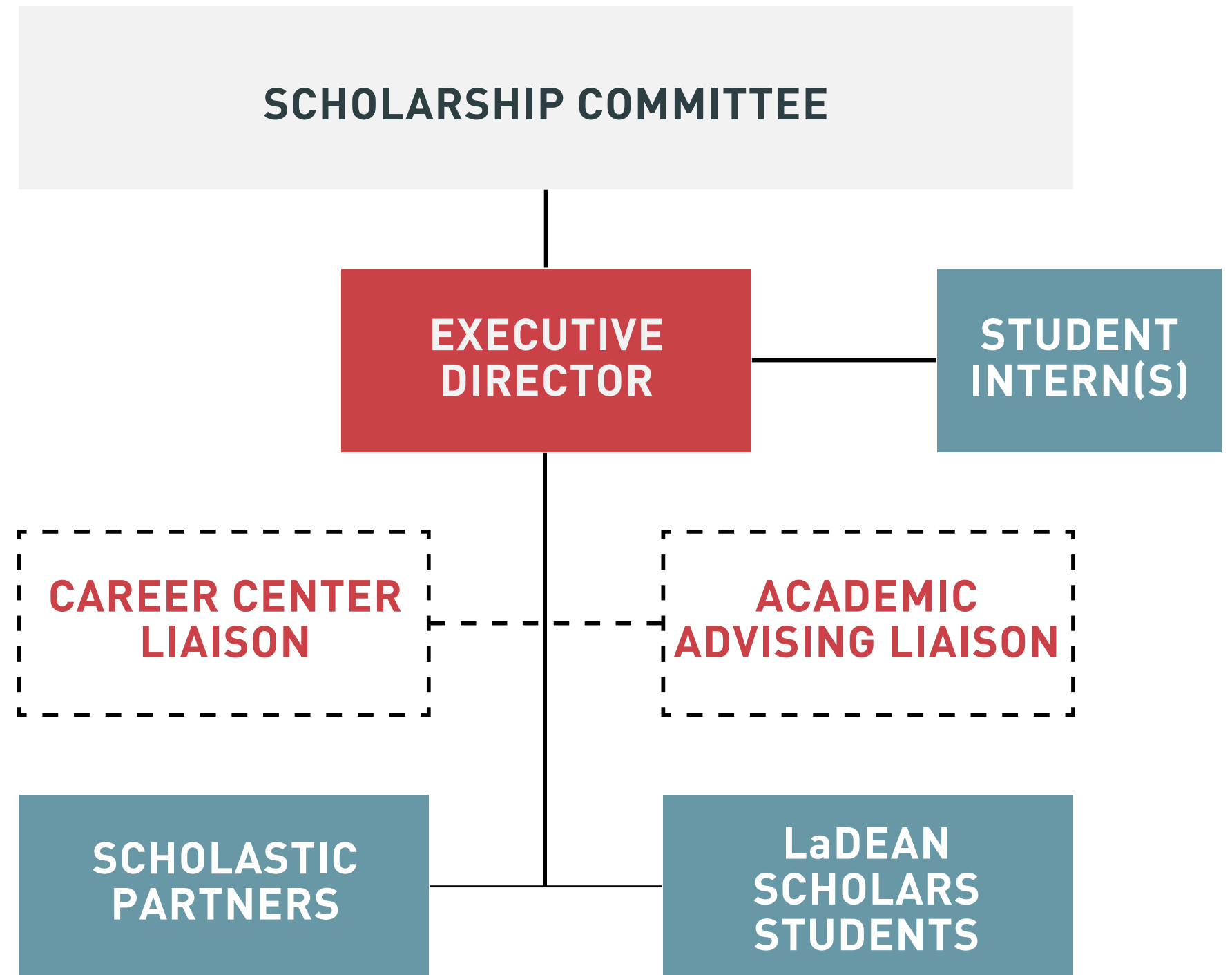
**Executive Director** is responsible for day-to-day operations and programming, and directly supervises the student intern(s).

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**Liaisons** are points-of-contact in other arenas on campus (not direct employees) but who have experience in working with students with ASD.

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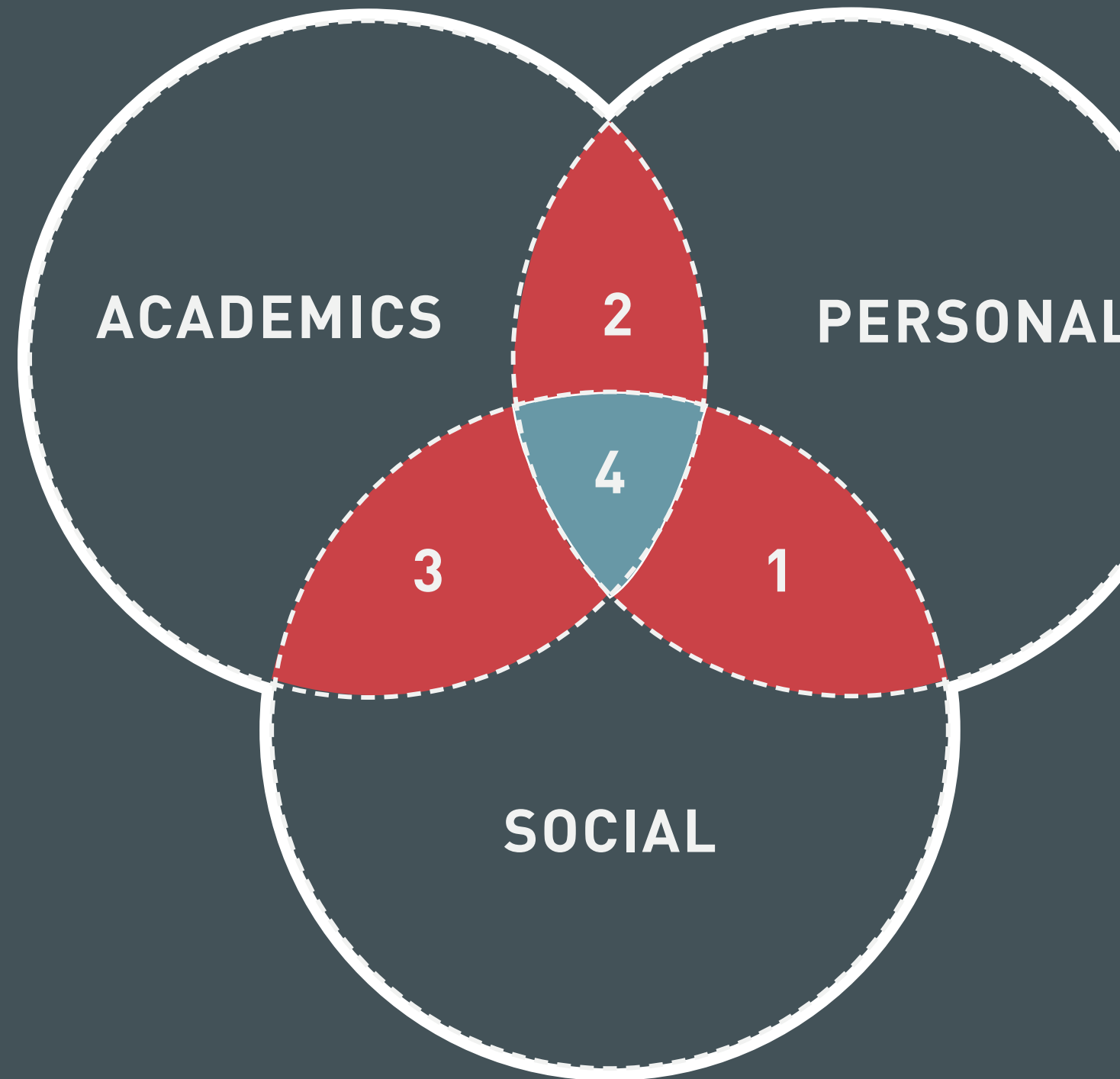
**Scholastic Partners and LaDean Students** are on an equal level to emphasize the peer-mentorship aspect of the two roles.



## *LaDEAN SCHOLARSHIP PROGRAM* / THE WORKSHOPS

Using the challenges we have already presented from Cullen (2015), we have developed an overall program for workshops that encompasses the overlap in the three spheres of challenges.

At the center of the diagram we situate the community service project that will serve as a capstone experience and allow students the space to practice what they have learned in the workshops.



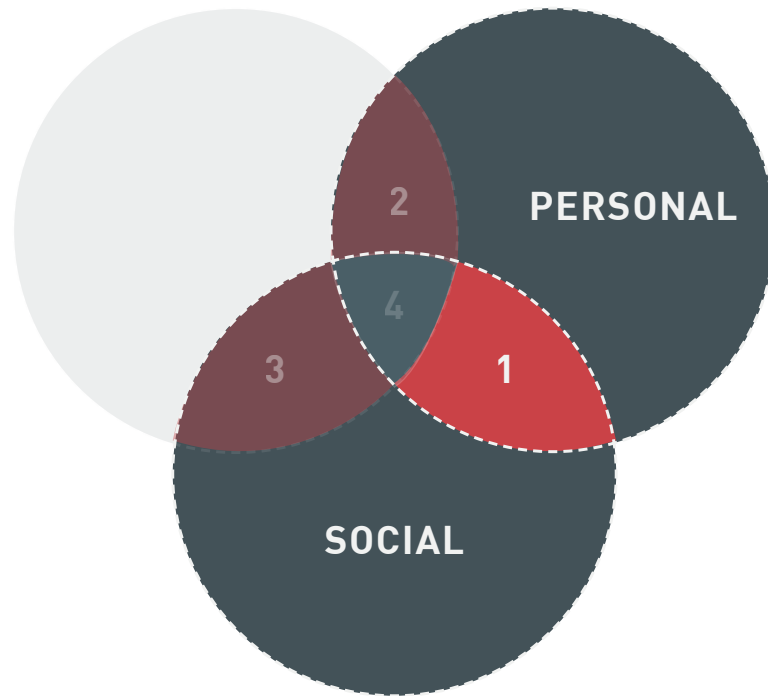
## **WORKSHOP SCHEDULE**

**1. Social +  
Personal**  
*FriendFest*

**2. Personal +  
Academic**  
*Self-Care +  
Studying*

**3. Academic +  
Social**  
*Groups Work-  
shop*

**4. Capstone  
Day of Service**



## ***SOCIAL + PERSONAL***

***(AUGUST  
WORKSHOP)***

### **ACTIVITIES**

- Speed Friending (low risk, quick, and guided conversations with others in the program)
- Scholastic Partner introduction
- The Virtual Space of 2018: Finding Your Friends in a Sea of Likes and Retweets (discussion based conversation about social media)

### **SPONSORS**

- Sponsored by LaDean Scholarship Committee & Office of Student Activities

### **THEORY BEHIND**

- Schlossberg Mattering & Marginality: "...attention, the feeling an individual is noticed; importance, a belief the individual is cared about..." (PRGQ, 2016, p. 37)

## ***WORKSHOP SCHEDULE***

**1. Social +  
Personal**  
*FriendFest*

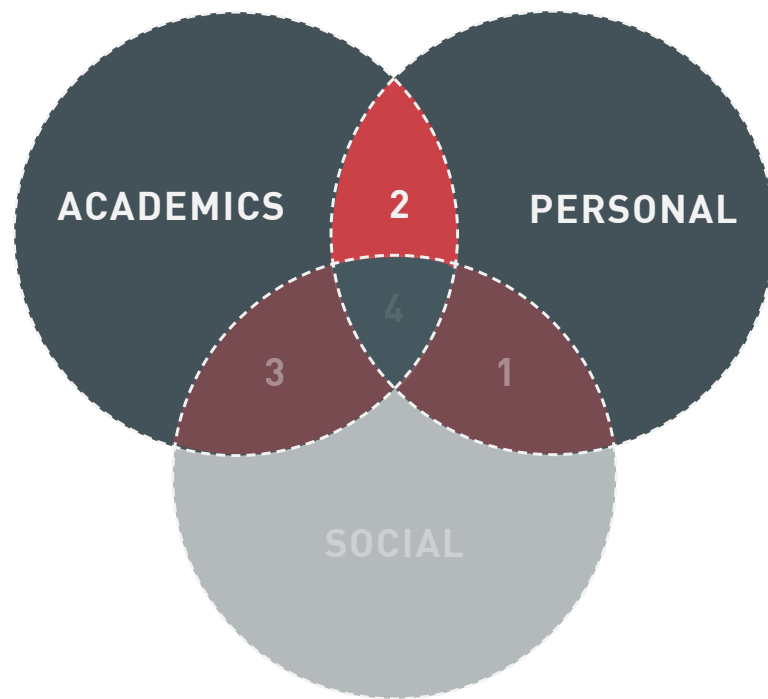
**2. Personal +  
Academic**  
*Self-Care +  
Studying*

**3. Academic +  
Social**  
*Groups Work-  
shop*

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Day of Service**



# LaDEAN SCHOLARSHIP PROGRAM / THE WORKSHOPS



## ***PERSONAL + ACADEMIC***

***(FALL MIDTERM  
WORKSHOP)***

*\*Midterm Exam Time*

### **ACTIVITIES**

- Combined presentation from Office of Disability Services and Academic Advisor Liaison on Self-Care and Studying
- How to prioritize your needs
- Provide self-care kits (*Including Gluten-free Snacks, Non-gendered Deodorant, Blue books & pencils, Notes of Affirmation from Peer Mentor & from a member of the scholarship committee*)

### **SPONSORS**

- LaDean Scholarship Program, Disability Services, & Residence Life

### **THEORY BEHIND**

- Schlossberg Mattering & Marginality:  
“...importance, a belief the individual is cared about; ego-extension, the feeling that someone else will be proud of what an individual does or will sympathize with their failures...” (PRGQ, 2016, p. 37)

## **WORKSHOP SCHEDULE**

**1. Social +  
Personal**  
*FriendFest*

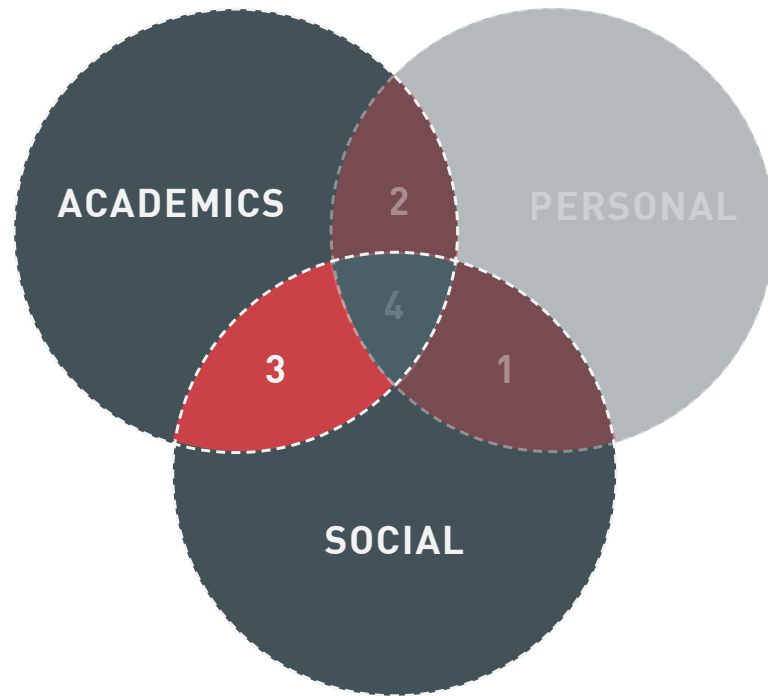
**2. Personal +  
Academic**  
*Self-Care +  
Studying*

**3. Academic +  
Social**  
*Groups Work-  
shop*

**4. Capstone  
Day of Service**



# LaDEAN SCHOLARSHIP PROGRAM / THE WORKSHOPS



## ***ACADEMIC + SOCIAL***

***(1ST SPRING  
WORKSHOP)***

### **ACTIVITIES**

- Presentation on successfully navigating group work inside and outside the classroom
- Activities and round table discussions to be led by faculty members
- How to navigate challenges in groups based on Tuckman's Theory (aka forming & storming)

### **SPONSORS**

- LaDean Scholarship Program & Faculty Senate

### **THEORY BEHIND**

- Schlossberg Mattering & Marginality:  
"...dependence, a feeling of being needed. Based on her own research, Schlossberg added a fifth dimension: appreciation, the feeling that others appreciate an individual's efforts" (PRGQ, 2016, p. 37,)

## ***WORKSHOP SCHEDULE***

### **1. Social + Personal**

*FriendFest*

### **2. Personal + Academic**

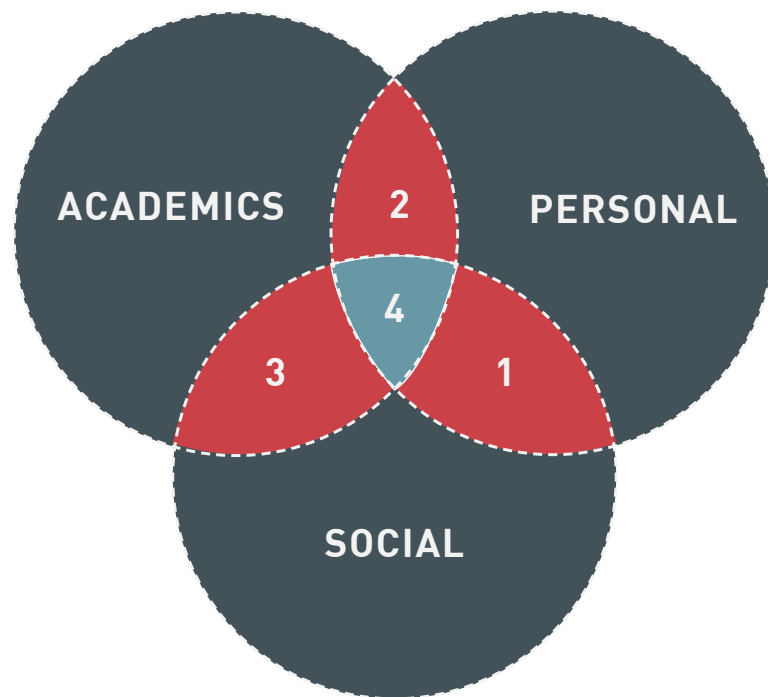
*Self-Care +  
Studying*

### **3. Academic + Social**

*Groups Work-  
shop*

### **4. Capstone Day of Service**

# LaDEAN SCHOLARSHIP PROGRAM / THE WORKSHOPS



## CAPSTONE DAY OF SERVICE

(APRIL)

### ACTIVITIES

- April (Autism Awareness)
- Work with certain community partners that are connected to students' interests (as discovered in 1st Personal and Social Skills Workshop)
- Donation to partnering non-profits from donor funds (~\$500/site)

### THEORY BEHIND

- Schlossberg Mattering & Marginality:  
“...Schlossberg investigated four aspects of mattering: attention, the feeling an individual is noticed; importance, a belief the individual is cared about; ego-extension, the feeling that someone else will be proud of what an individual does or will sympathize with their failures; and dependence, a feeling of being needed. Based on her own research, Schlossberg added a fifth dimension: appreciation, the feeling that others appreciate an individual's efforts” (PRGQ, 2016, p. 37)

## WORKSHOP SCHEDULE

### 1. Social + Personal

*FriendFest*

### 2. Personal + Academic

*Self-Care +  
Studying*

### 3. Academic + Social

*Groups Work-  
shop*

### 4. Capstone Day of Service

# LaDEAN SCHOLARSHIP PROGRAM / THE BUDGET BREAKDOWN

## INFORMATION

Funds Presented **\$10,000,000**

Proposed Designation of Funds **Invested Funds (True Endowment - Non-expendable)**

## EXPECTED REVENUES

### ENDOWED FUNDS

LaDean Scholarship Program Endowment (Average Return is 5% max) **\$500,000**

### SPONSORSHIPS

Student Activities + Leadership Programing **\$500**

Office of Disability Services for Students **\$500**

Office of Residence Life **\$500**

Faculty Senate **\$500**

**TOTAL \$502,000**

## EXPENDITURES

### SCHOLARSHIP AWARDS

LaDean Scholarships **\$400,000**

### SALARIES + STAFFING

Executive Director **\$35,000**

Benefits - Executive Director **\$11,550**

Stipend - Student Intern(s) **\$1,500**

Partial Salary - Academic Advisor Liaison **\$15,000**

### WORKSHOPS (Marketing and other costs)

Personal + Social Support **\$500**

Personal + Academic Support Self-Care Kits **\$1,000**

Academic + Social Support **\$500**

### SEMESTER CAPSTONE EXPERIENCE

Transportation **\$300**

Donation to Local Non-Profit **\$1,000**

### BRANDING, MARKETING, + PROMOTION

Digital Promotion (Social Media, Ads, etc) **\$300**

Printed Items + Office expenses **\$800**

**TOTAL \$467,450**

# POTENTIAL GROWTH

**Sustainable Spending** - How do we incorporate practices that do not waste our money

Acquiring **additional donors**

**Grow the program** to expand cohort size

Work to **fight against the stigma** of Disability at a larger campus level

**Establish an alumni network of students** who graduate from the program

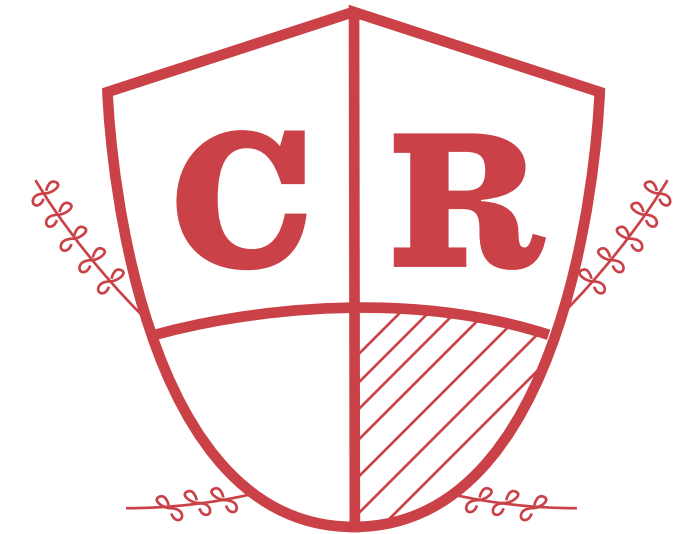
Incorporate **Career Counseling** (2-3 years into the program)

**Professional Development**

**Internship Preparation**

**Incorporate academic partnerships** (turn to applying for research grants and possible become an institute for ASD research)

**Assessment** and Development



***LaDEAN  
SCHOLARSHIP  
PROGRAM***

# *QUESTIONS?*

## *SUPPORTING STUDENTS WITH ASD*

**UNIVERSITY OF GEORGIA**

Amanda Torrence  
Connor Smith  
Diane Humphreys  
Blaise Bolemon

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- 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.
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- Squire, D. D., & Mobley Jr, S. D. Negotiating Race and Sexual Orientation in the College Choice Process of Black Gay Males. *The Urban Review*, 47(3), 466-491.