

A ribbon made of colorful puzzle pieces in shades of red, yellow, blue, and purple, set against a solid blue background. The ribbon is tied in a loop at the top and hangs down on both sides.

Western Michigan University Autism Collective Center

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Framework

1. What information is missing from the case study?
 - a. Institutional Type
 - b. Stakeholders – Who does this impact?

“As identification of students with ASD on campuses has increased, concerns have emerged as to how their communication and behavioral differences may affect the learning environment for other students” (Zager et. al., 2013, p. 5).

Presentation Overview

1. Phase I
 - a. Present to administration
 - b. Open forum
2. Phase II
 - a. Gather data, information, community input, options, and possible obstacles
3. Phase III
 - a. Types of services
 - b. Strategic plan
 - c. Physical space
 - d. Faculty/staff
 - e. Website
 - f. Budget
4. Grand Opening/ implementation of services

PHASE I

“One in 68 children in America have an autism spectrum disorder (ASD). Autism is more common than juvenile diabetes, pediatric AIDS and pediatric cancer combined” (ACT Today, n.d. para. 1).

Short-Term Goals

1. Presentation to administration
 - a. Objective
2. Open forum-public discussion
 - a. Purpose
 - b. Objective
 - c. Example discussion topics
 - d. Listserv

“One probable consequence of rising rates of autism spectrum disorder diagnosis in individuals without co-occurring intellectual disability is that more young adults with diagnoses or traits of ASD will attend college and require appropriate supports” (Rose and White, 2011, p. 1).

PHASE II

“The newer the activity and the more new activities needed to be taken into account and organized, the more students felt overwhelmed and the more their management of activities failed” (VanHees, V., Moyson, T., & Roeyers, H., 2015, pg. 1679).

Data & Information Gathering

1. Comparisons to other schools
2. Conferences & Workshops
3. Funding
 - a. Grants
 - b. Alumni donors
 - c. University funds
 - d. Community donors

“The movement to improve postsecondary education options is supported in the literature, showing that postsecondary education experiences lead to better employment and adult living outcomes for individuals with disabilities” (Zager et. al., 2013, p. 5).

PHASE III

“Historically, youth with ASD have not had the opportunity to attend college. However, nearly four decades of free and appropriate public education under the Individuals with Disabilities Education Act have raised expectations and created a need for institutions of higher education to provide educational opportunities for individuals with significant disabilities” (Zager, Alpern, McKeon, Maxam, Mulvey, 2013, p.4).

Long-Term Goals

1. Types of services

- a. Occupational therapy
- b. Behavioral analysis
- c. Training workshops
- d. Student Lounge

2. Strategic Plan

- a. Mission
- b. Vision
- c. Core Values

“...Students already worried about the next transition...” (Van Hees, V., Moyson, T., & Roeyers, H, 2015 p. 1678)

Long-Term Goals

3. Physical space
 - a. Sensory-friendly
4. Faculty/Staff
 - a. Full-time
 - b. Part-time
 - c. Additional staff
4. Website
 - a. Objective
5. Budget
 - a. Salaries
 - b. Operational Costs
6. Opening/Implementation

Estimated Budget

Salaries		
	Associate Director (full-time)	\$60,000
	Occupational Therapist (part-time)	\$40,000
	Speech Pathologist (part-time)	\$37,500
	Social Work Therapist (part-time)	\$21,000
	Board Certified Behavior Analyst (part-time)	\$22,500
	Volunteers and Interns (Student Work-Studies)	\$0
	Total:	\$181,000
Operational Costs		
	Technology (laptops, phones, printers, fax)	\$22,000
	Programs (speakers, webinars, trainings on campus)	\$7,000
	Promotional Items(T-shirts, pens, flyers, newsletters, handouts, etc.)	\$15,000
	Room Space	\$1,000
	Medical Supplies	\$7,500
	Office Supplies	\$5,000
	Total:	\$57,500
	Grand Total:	\$238,500

Data & Theory

“Peers’ level of openness and acceptance towards behaviors that are characteristic of ASD may affect the degree of social connectedness, or isolation, experienced by the student displaying such behavior” (Rose and White, 2011, p. 2).

Data and Theory

1. Human Ecology Theory
 - a. Adaptation to the environment

2. Chickering's 7 vectors: College Student Development Theory
 - a. "Chickering identifies three types of competence including intellectual, manual skills, and interpersonal competences."
 - b. 7 Vectors

Human Ecology

1. Adaptation to the environment
2. “The theory looks to study how students interact with the environment they are in and how new environments can be created or destroyed and the effects they have on students” (Evans, 2010, pg. CITE).
3. Support systems

Chickering's 7 Vectors: Student Development Theory

1. Developing competence
 - a. Intellectual
 - b. Manual skills
 - c. Interpersonal
2. Managing emotions
 - a. Acknowledge emotions
3. Developing autonomy
 - a. Independence
 - b. Problem solving
 - c. Decision making
4. Establishing Identity
 - a. Exposure

Chickering's 7 Vectors: Student Development Theory

5. Freeing interpersonal relations
 - a. Perceive own thoughts
6. Developing purpose
 - a. Understanding involvements
 - b. Bigger sense of purpose
7. Establishing integrity
 - a. Assemble & practice values

References

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