YAI

NEW YORK CITY

AUTISM

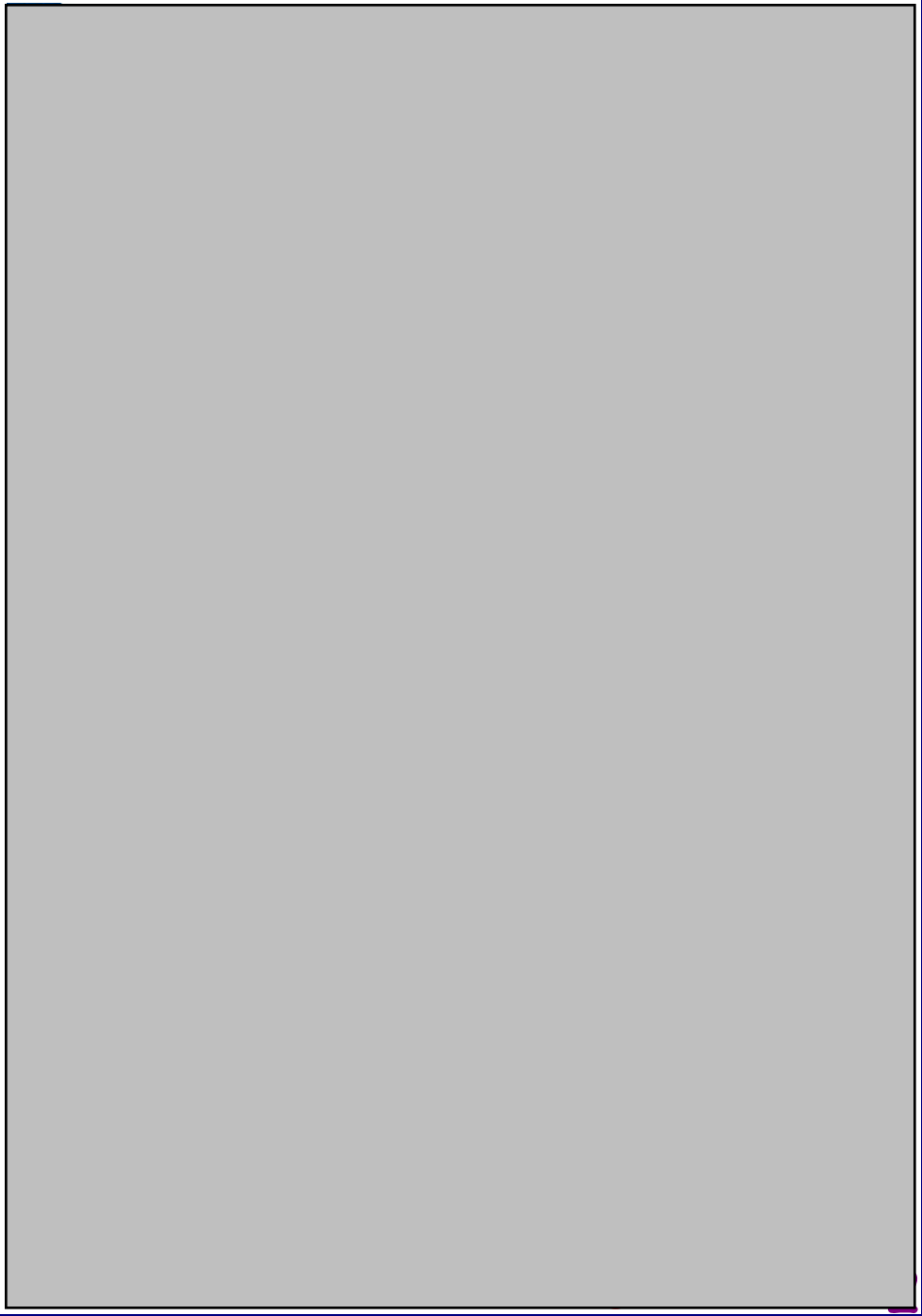
CONFERENCE

# Creating a Successful Transition to Adulthood: Options to Consider From Challenges to Strengths

Stephen Shore, Ed.D
tumbalaika@aol.com
autismasperger.net

# Central Coherence - Hyperfocusing

What are the differences between the picture on the top from the one on the bottom?



# The 3 A's of Autism

**What steps will you take to climb the stairs of Awareness, Acceptance, and Appreciation of people with differences in your lives?**

# EXAMINING THE PARAMETERS

Questions to ask regarding possible areas of success

How does the s/he spend most of their time?

**Reframe**

- **Communication**
- **Socialization**
- **Restricted Interests**

Abilities?

Interests?

Kind of Mind?

Characteristics?

Match to Ad/vocational Possibilities

# EXAMINING THE PARAMETERS

## Turning Lead into Gold

Thomas Armstrong, 1989, p. 128

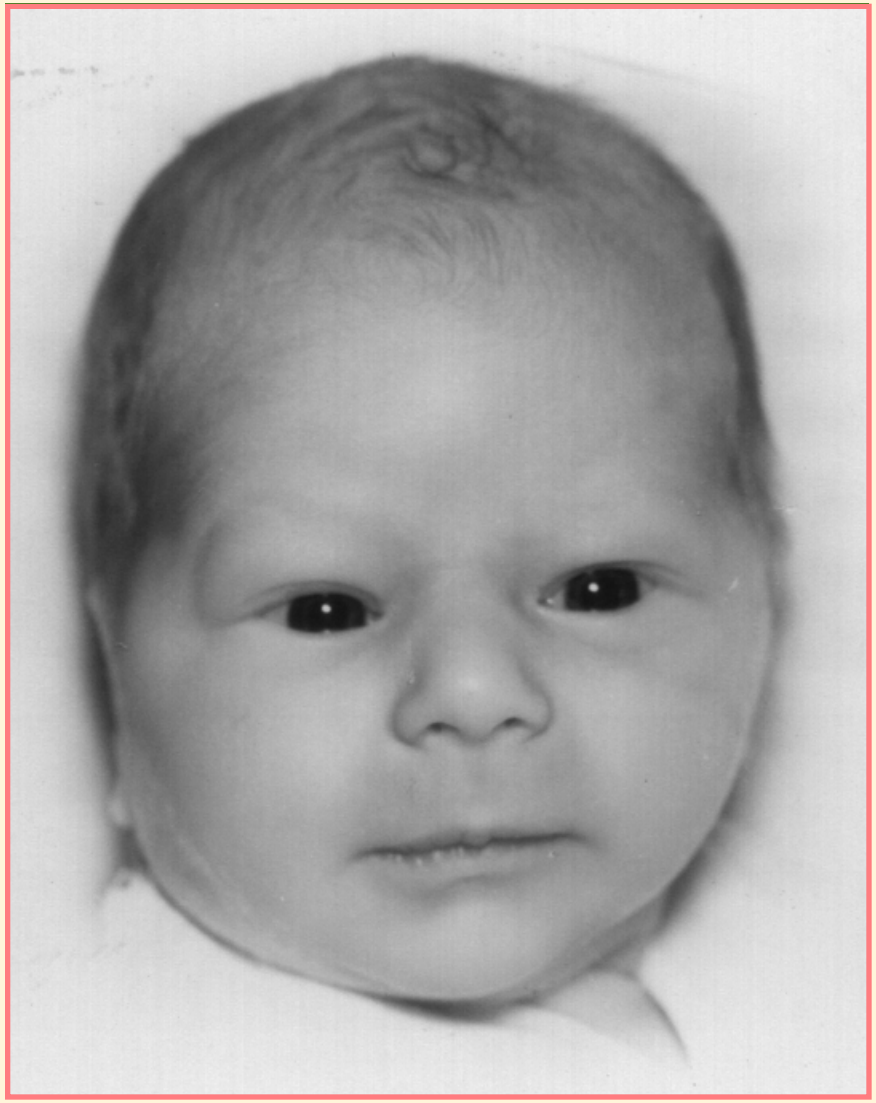
A child who is

Learning disabled
Hyperactive
Dyslexic
Aggressive
Plodding
Lazy
Immature
Phobic
Scattered
Daydreaming
Irritable
Preservative

# A little about me…

# A LITTLE ABOUT ME

## Introduction



The Autism Bomb — **NOT**

# Reframing Characteristics — Looking for Strengths

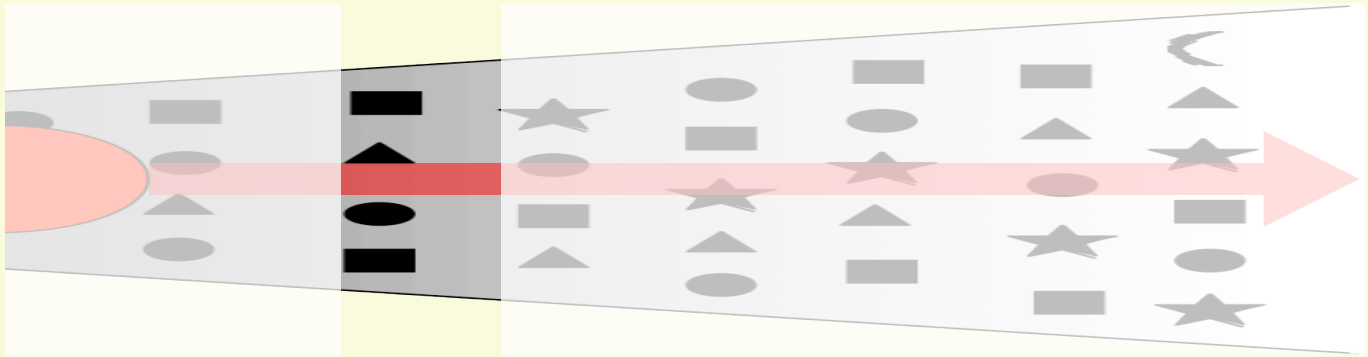
## **Robert** – Transportation information to lost patrons at Penn Station

| Characteristics | Employment Implications |
|---|---|
| **Communication** | Detailed, factual, data-driven, truthful, repetitive, repetitive, repetitive |
| **Social Interaction** | Limited and predictable |
| **Restricted Interests** | All information is memorized – his coworkers need references |

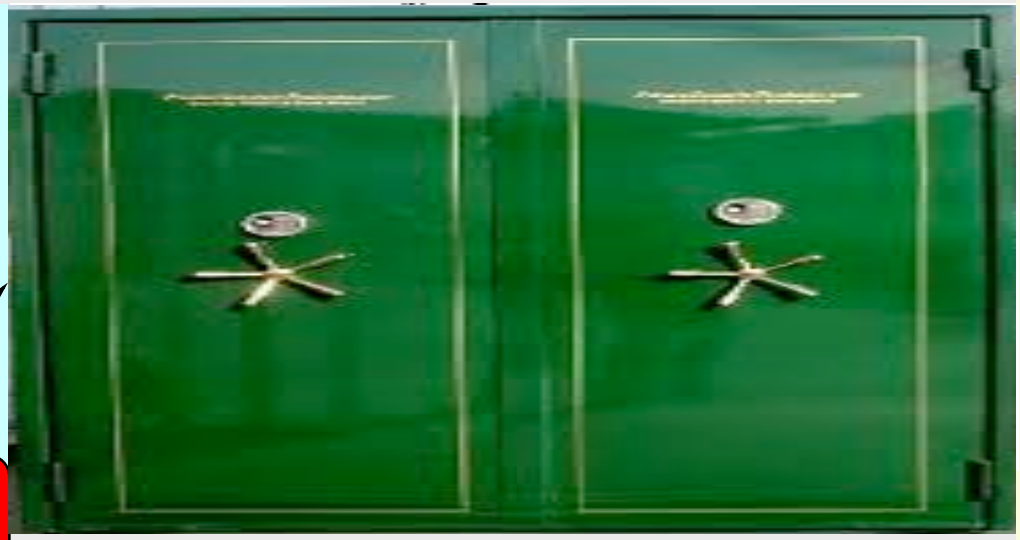
**Because this individual has autism…**

*He outperforms his typical coworkers*

# A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 4



| AGE | 0 | 1.5 | 2.5 | **4** | 6 | 8 | 10 | 13 | 19 |
|---|---|---|---|---|---|---|---|---|---|
| EVENTS | Typical development<br>Turn over at 8 days<br>Rapid physical and motor development | Autism bomb hits<br>Withdrawal from environment<br>Tantrums | Putnam evaluation of atypical development, strong autistic tendencies & psychotic<br>Early intervention from parents who refute recomm…ti ons f… …om | | | | | | |



**Self Awareness**

# WHEN DOES TRANSITION TO EMPLOYMENT BEGIN?

Possible “Jobs” Around the House

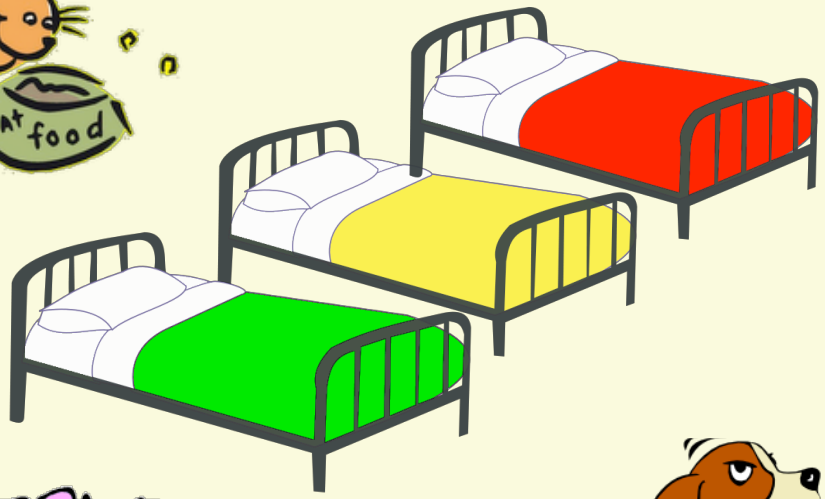
**Federally mandated transition age:**

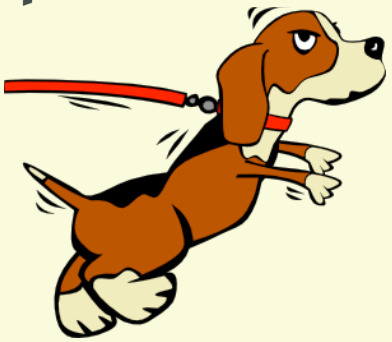
**6**

# Preparing for Employment Success

# INITIAL PREPARATION FOR EMPLOYMENT

## Possible “Jobs” Around the House





# INITIAL PREPARATION FOR EMPLOYMENT

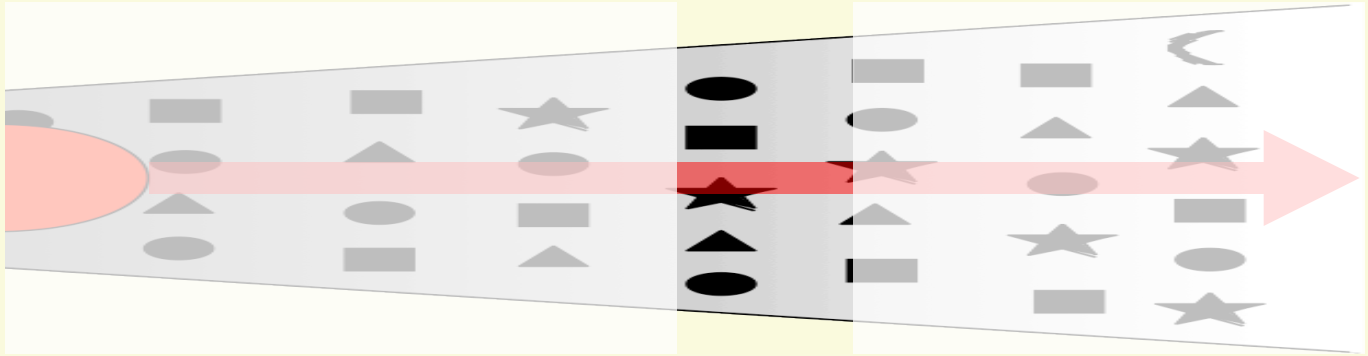
## Possible “Jobs” Around the House

**Repetition**

**Proficiency**

**Responsibility**

# A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 8

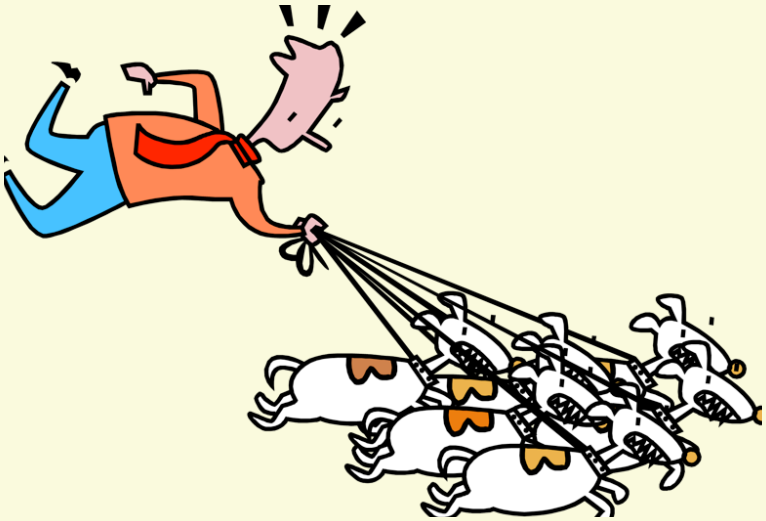


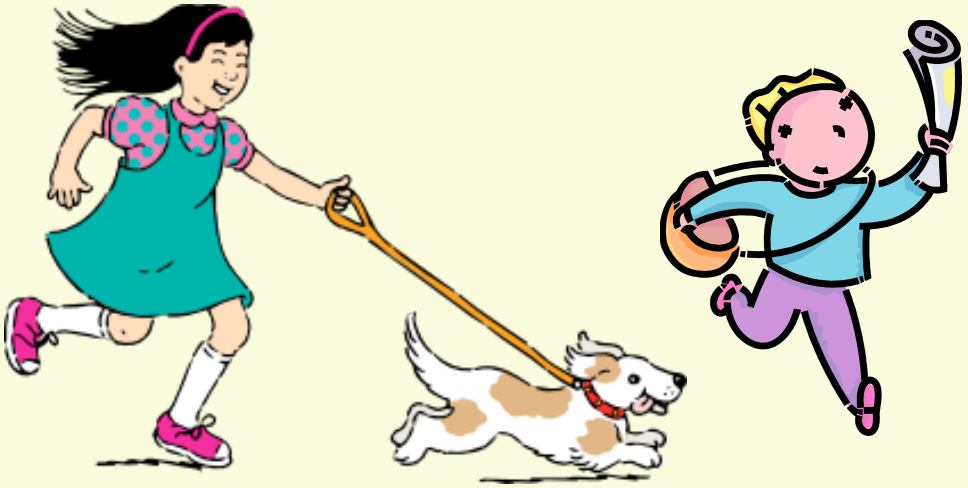
| AGE | 0 | 1.5 | 2.5 | 4 | 6 | 8 | 10 | 13 | 19 |
|---|---|---|---|---|---|---|---|---|---|
| EVENTS | Typical develop-ment<br>Turn over at 8 days<br>Rapid physical and motor develop-ment | Autism bomb hits<br>Withdrawal from environment<br>Tantrums | Putnam evaluation of atypical developme nt, strong autistic tendencies & psychotic<br>Early intervention from parents who refute recommend ations for | Enter Putnam<br>Condition improves to "neurotic"<br>The wonderful world of watch motors<br>Echolalia and re of | Kinder-garten<br>Social & academic difficulties<br>Discovered making a mess of mys ing<br>en gs<br>oved cats | Cracking rocks<br>Special interests in astronomy and weather<br>Teacher concerns for reading and math difficulties | | | |

**Interests and Strengths**

# FURTHER PREPARATION FOR EMPLOYMENT

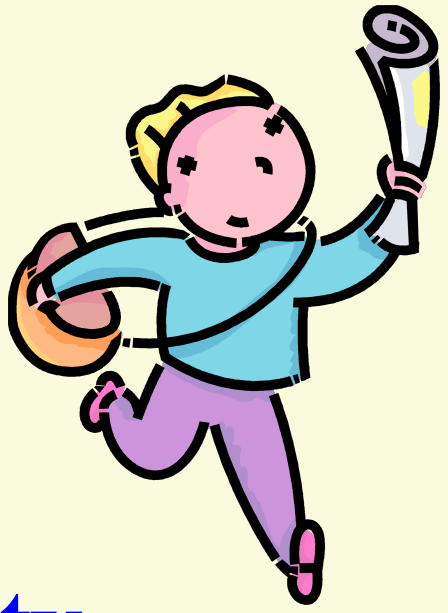
## Repetition, Proficiency, Responsibility, Customer Service





# FURTHER PREPARATION FOR EMPLOYMENT

Repetition, Proficiency, Responsibility, Customer Service



**Repetition**

**Proficiency**

**Responsibility**

**Customer Service**

# SPECIAL INTERESTS

An interest of such great intensity that it interferes with daily functioning[1].

## SOME SPECIAL INTERESTS[2]

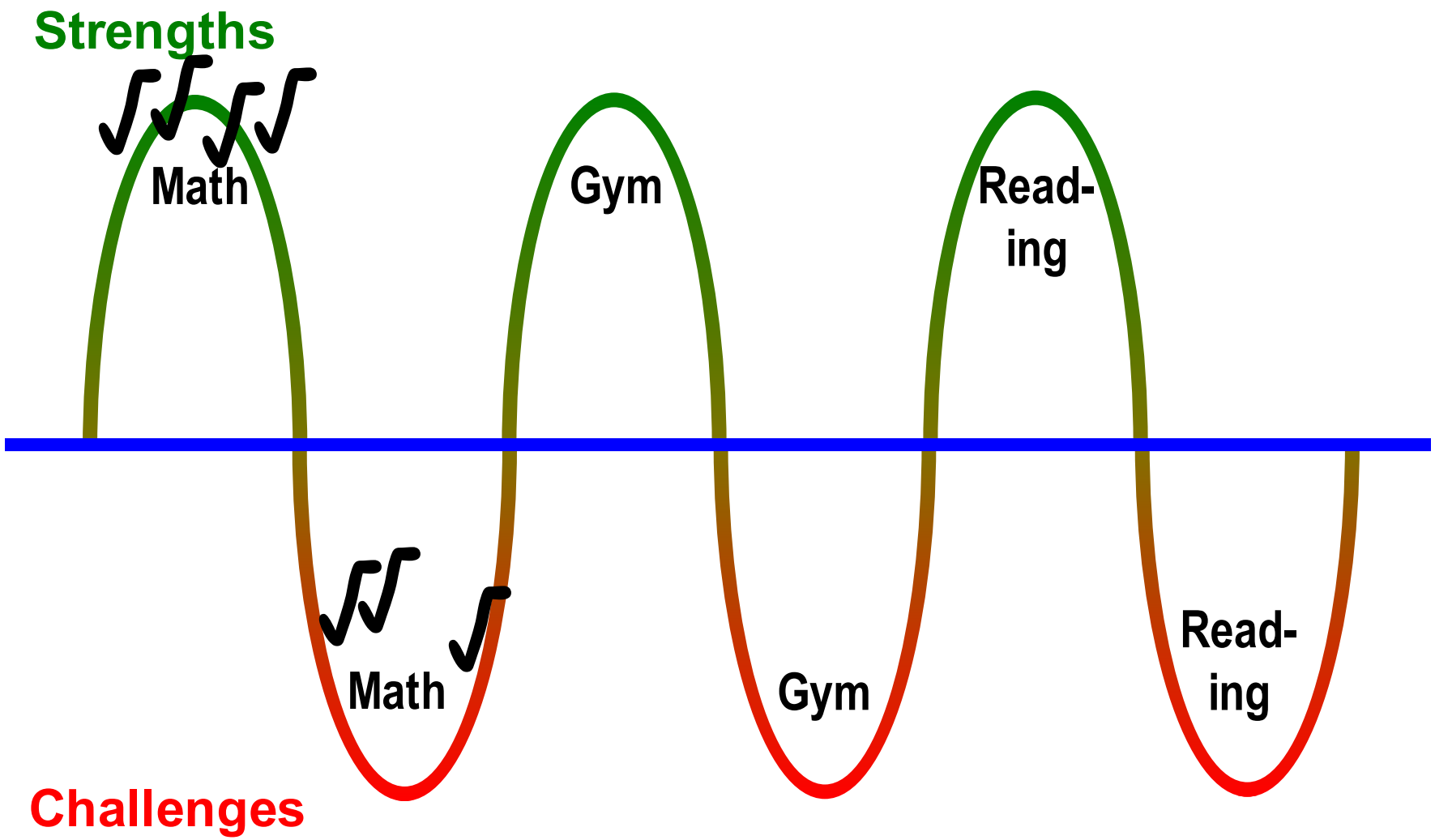
| | | | |
|---|---|---|---|
| airplanes | astronomy | bicycles | earthquakes |
| medicine | chemistry | mechanics | electricity |
| electronics | computers | hardware | tools |
| psychology | music | rocks | geology |
| geography | locks | cats | dinosaurs |
| watches | shiatsu | yoga | autism |


1. Attwood, A. (1998). *Aspergers Syndrome*. London: Jessica Kingsley Publishers.
2. Shore, S. (2001). *Beyond the wall: Personal experiences with autism and Asperger Syndrome*. Shawnee Mission, KS: Autism Asperger Publishing Company.

# SETTING THE STAGE FOR EMPLOYMENT SUCCESS THROUGH AWARENESS OF STRENGTHS AND CHALLENGES

# FINDING YOUR OWN PREFERENCES

## Likes & Dislikes



# FINDING YOUR OWN COGNITIVE PREFERENCES

## Likes & Dislikes

What types of topics, subjects in school, or tasks at work do you **LIKE** and find **easy** and **enjoyable** to do?

What types of topics, subjects in school, or tasks at work do you **DISLIKE** find **difficult** to do?

# FINDING YOUR OWN SOCIO-EMOTIONAL PREFERENCES

## Likes & Dislikes

What social and leisure activities do you **like** and find **easy** to do?

What social and leisure activities do you **dis**like and find **harder** to do?

# MOVING BEYOND PREFERENCES: The Importance of:

## Interests & Strengths

**People are usually *INTERESTED in* things they are *GOOD* at.**

What types of things, subjects in school, or tasks do you find **INTERESTING**?

Which of these things are you also **GOOD** at?

# The Importance of:

## Interests & Strengths

**People are usually *INTERESTED in* things they are *GOOD* at.**

These are your **STRENGTHS**!

You can use these strengths to help you in school and beyond.

Which of these things are you also **GOOD** at?

# KEEPING IT STRONG

# Reframing Characteristics — Looking for Strengths

**José** – Accurate sorting of passenger baggage to correct locations

| Characteristics | Employment Implications |
|---|---|
| **Communication** | Receptive > Expressive, 2-3 word commands rather than conversation, literal |
| **Social Interaction** | Limited and predictable |
| **Restricted Interests** | All airport code information is memorized – his coworkers need references |

**Because this individual has autism…**

*He outperforms his typical coworkers*

# Reframing Characteristics — Looking for Strengths

**Name**_____ **School Task/Activity**_____

| Strengths | What can you use them for? |
|---|---|
| _____ | _____<br>_____ |
| _____ | _____<br>_____ |
| _____ | _____<br>_____ |

## Because of *your* characteristics…

*YOU might even outperform others!*

# Effective Self-Advocacy Through Personal Awareness

What does it mean to me to have…

# FOUR STEPS TO DISCLOSURE

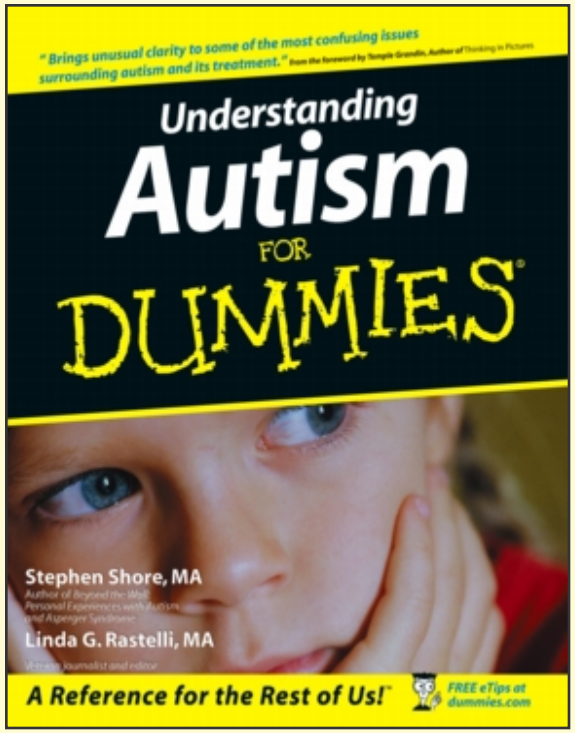
## Self-Determination —> Disclosure —> Self-Advocacy

1. Awareness of strengths and challenges through verbal, pictorial, and other communication.

2. "Rack up" strengths and challenges.

3. Non-judgmental comparison of characteristic with others and potential role models.

4. Present the label summarizing a condition rather then a name for a set of deficits.




Making one's needs known in a way that others can understand and enables them to provide support.

# SELF-ADVOCACY

## You're Lost… And you ask someone for directions…

"After the 6th light you look for the big tree on the left and take the third right. Then after the second church you see a fire station and go left. After going left you take a right at Tom Street. Drive for 4 blocks and keep bearing right until you see a stream on left which tells you to take a bridge on the right headed towards the water tower. When you pass the water tower take he second left and pull into a parking space in front of International Bicycle Shop and you are there!

Wow!!! Too much to remember! What are you going to do?

1. You suddenly realize there's way too much information for you to remember
2. Hold on a moment! Can you wait a moment while I get something to take this down?
3. I won't remember it all! Thanks for waiting…

**SCANNED**

**ADVOCATED**

**DISCLOSED**

# DON'T LET THIS HAPPEN…

Special Education is **ALL DONE!!**

I want to be just like **EVERYONE ELSE**

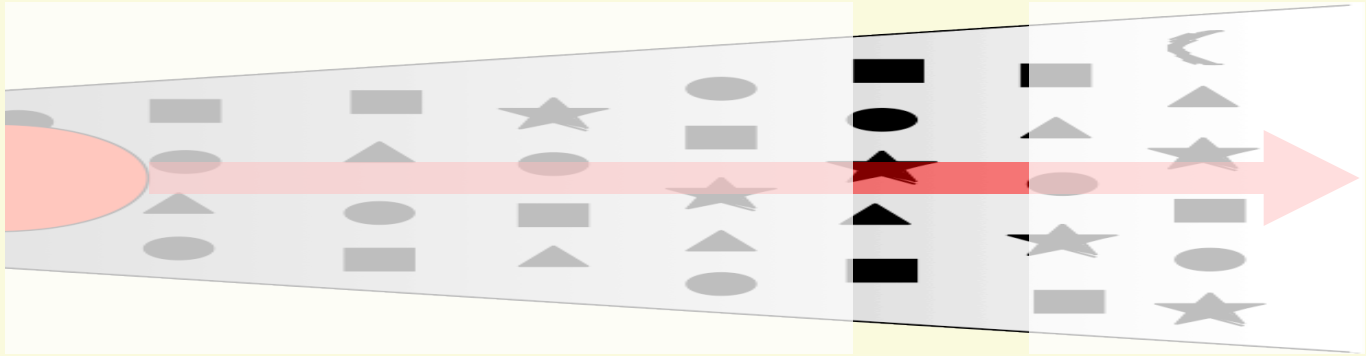
OOPS!!!!!!

Well…

Maybe I **DO** need to find the Office of Student Support

## Paradigm Shift From Being Advocated for to Self-Advocacy

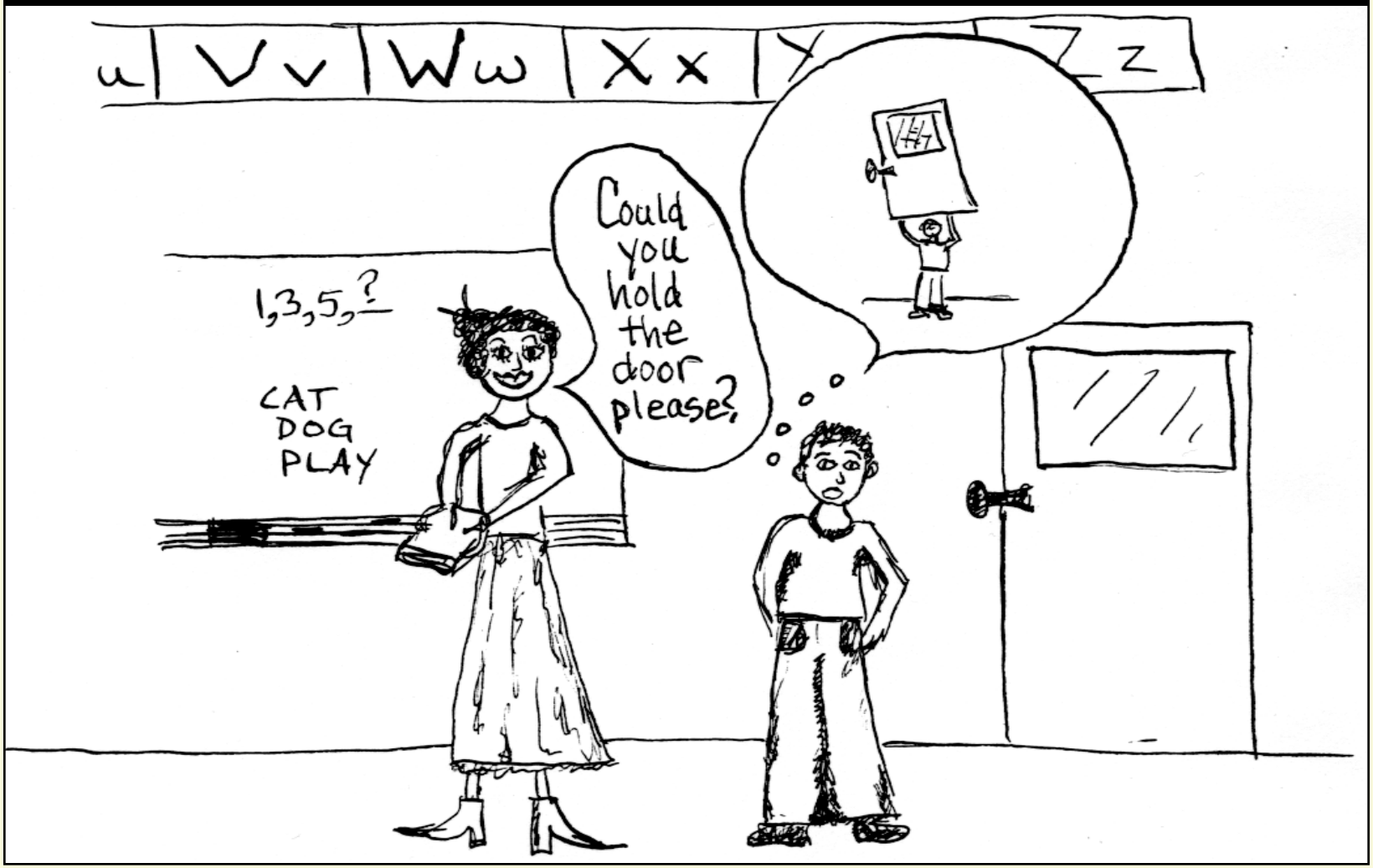
# A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 10



| AGE | 0 | 1.5 | 2.5 | 4 | 6 | 8 | 10 | 13 | 19 |
|---|---|---|---|---|---|---|---|---|---|
| EVENTS | Typical development<br>Turn over at 8 days<br>Rapid physical and motor development | Autism bomb hits<br>Withdrawal from environment<br>Tantrums | Putnam evaluation of atypical development, strong autistic tendencies & psychotic<br>Early intervention from parents who refute recommendations for removal from ho | Enter Putnam<br>Condition improves to "neurotic"<br>The wonderful world of watch motors<br>Echolalia and return | Kindergarten<br>Social & academic difficulties<br>Discovered making a mess of myself while eating BBQ chicken wings | Cracking rocks<br>Special interests in astronomy and weather<br>Teacher concerns for reading and math difficulties | Concern about dropping the letter "e."<br>My friend says "he feels like a pizza" and I argue with him that he does not look like a pizza and probably does not feel like one either | | |

Literal Thought

# HOLD THE DOOR PLEASE?




Laura Jekel, 12/2000

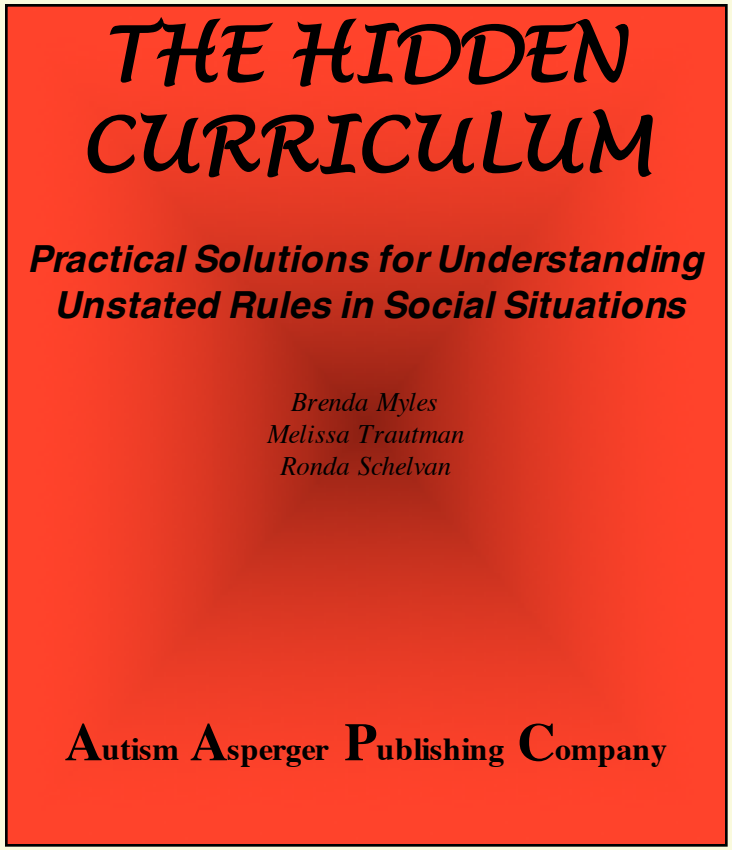
# WHAT IS THE HIDDEN CURRICULUM?

## Explanations

- Set of assumed knowledge not directly taught… considered as universally known and understood.
- Often remains hidden until a social blunder occurs.

## Implications

- Usually not found in written material such as a student code of conduct, employee handbook, etc.




Adapted from Myles, B., Endow, J., & Mayfield, M. (2013). *The hidden curriculum of getting and keeping a job: Navigating the social landscape of employment.* Shawnee Mission, KS: AAPC Publishing.

# THE HIDDEN CURRICULUM - WORKPLACE

Official/ unofficial organization chart

Lunch hour

The customer is always right

Casual dress

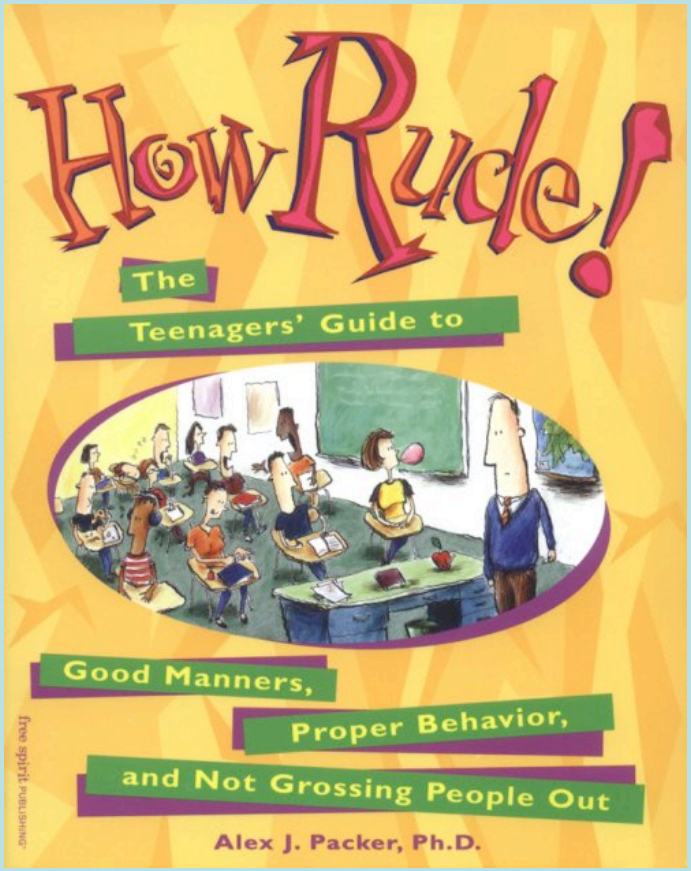
Use of business resources such as e-mail

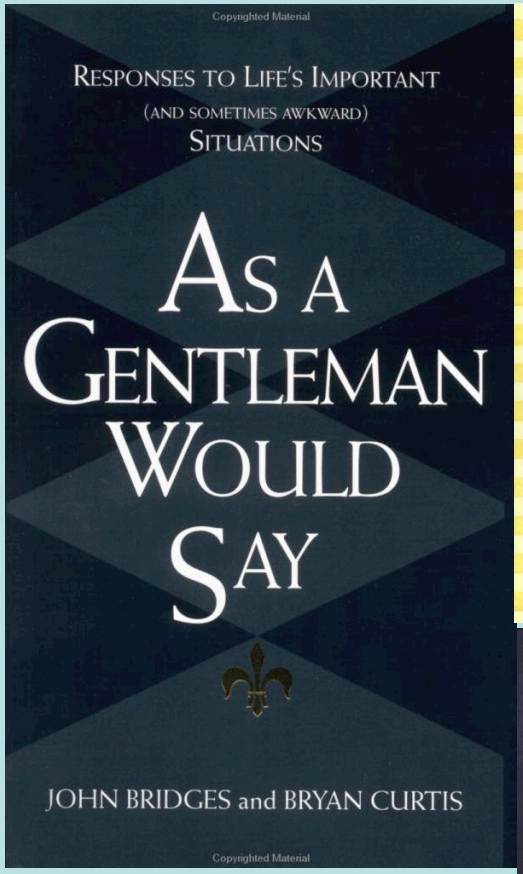
Who should be avoided?

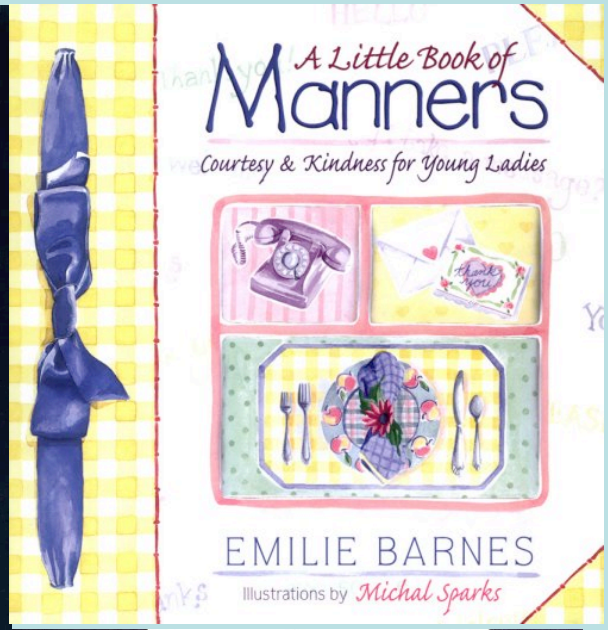
Disagreements with superiors

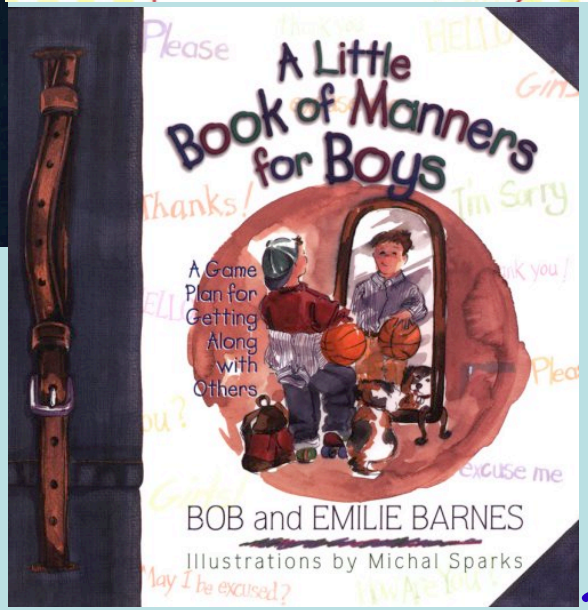
Adapted from Myles, B., Trautman, M., & Schelvan, R. (2004). *The hidden curriculum: Practical solutions for understanding unstated rules in social situations.* Shawnee Mission, KS: Autism Asperger Publishing Company.

# INCIDENTAL HIDDEN CURRICULUM BOOKS

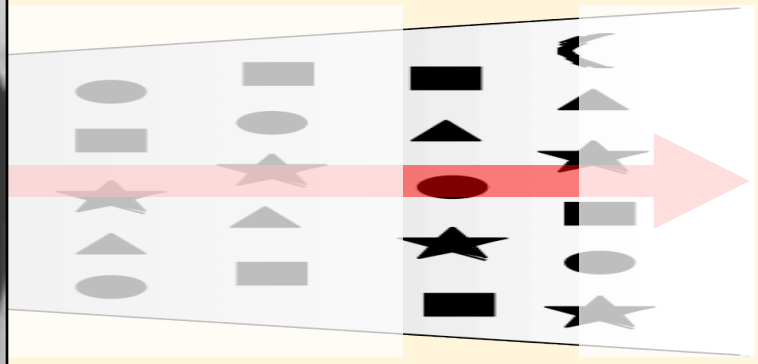


# A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 13



| | 8 | 10 | 13 | 19 |
|---|---|---|---|---|
| N T S | Cracking rocks<br>Special interests in astronomy and weather<br>Teacher concerns for reading and | Concern about dropping the letter "e."<br>My friend says "he feels like a pizza" and I argue with him that he does not look like a pizza and probably does not feel like one either | Middle and high school<br>Finally getting it together but still often in left field<br>Discovering the band room<br>Time to focus more on people and not their bicycles | |

**Interests, Relationships & Community**

# USING YOUR STRENGTHS TO DO A BETTER JOB

# SOMETIMES AN ENDEAVOR DOES NOT WORK OUT

**AND A CHANGE IN PLANS IS REQUIRED**

# ACHIEVING EMPLOYMENT SUCCESS

Matching Needs to Possible Positions

| Personal Characteristics | Preferred Job Attributes | Possible Positions |
|---|---|---|
| Challenges in verbal and nonverbal communication | Few communication requirements | Stock shelves |
| Challenges in socialization | Limited contact with public, more solitary job duties | Filing, sorting, stapling paper shredding, after-hours cleaning |
| Unusual response to sensory stimulation | Provider of preferred sensory input, ability to avoid noxious sensory stimulation | Hanging clothes, washing cars (for those enjoying that type of tactile input |
| Difficulty with change and transition | Few changes,stable work environment,little staff turnover, same work task all day | Small business,family business, assembly line |

Adapted from Shore, S. & Rastelli, L. (2006). *Understanding autism for dummies.* New York: Wiley.

# ACHIEVING EMPLOYMENT SUCCESS

Matching Needs to Possible Positions

| Personal Characteristics | Preferred Job Attributes | Possible Positions |
|---|---|---|
| Strong visual-motor skills | Requires good visual-motor skills | Small-parts assembly, manufacturing, printing |
| Behavior challenges | Few antecedents to challenging behaviors, with situations where possible problems don't endanger others | Situations where behavior doesn't cause dangerous situations; avoid factories or jobs using heavy machinery |
| Savant skills | Responsibilities capitalizing on these strengths | Matching stock numbers to packing lists, mathematically oriented positions for those with good math skills |

Adapted from Shore, S. & Rastelli, L. (2006). *Understanding autism for dummies.* New York: Wiley.

# ACHIEVING EMPLOYMENT SUCCESS

Matching Needs to Possible Positions

| Personal Characteristics | Preferred Job Attributes | Possible Positions |
|---|---|---|
| Rituals and compulsions | Attention to detail and order | Positions with repetitive tasks that must be done with high accuracy, such as counting items to be placed into packages or looking over products for defects |

**Asperger Syndrome at work: Success strategies for employees and employers**

**Coulter Video**

**www.coultervideo.com**

Adapted from Shore, S. & Rastelli, L. (2006). *Understanding autism for dummies.* New York: Wiley.

# ACHIEVING EMPLOYMENT SUCCESS

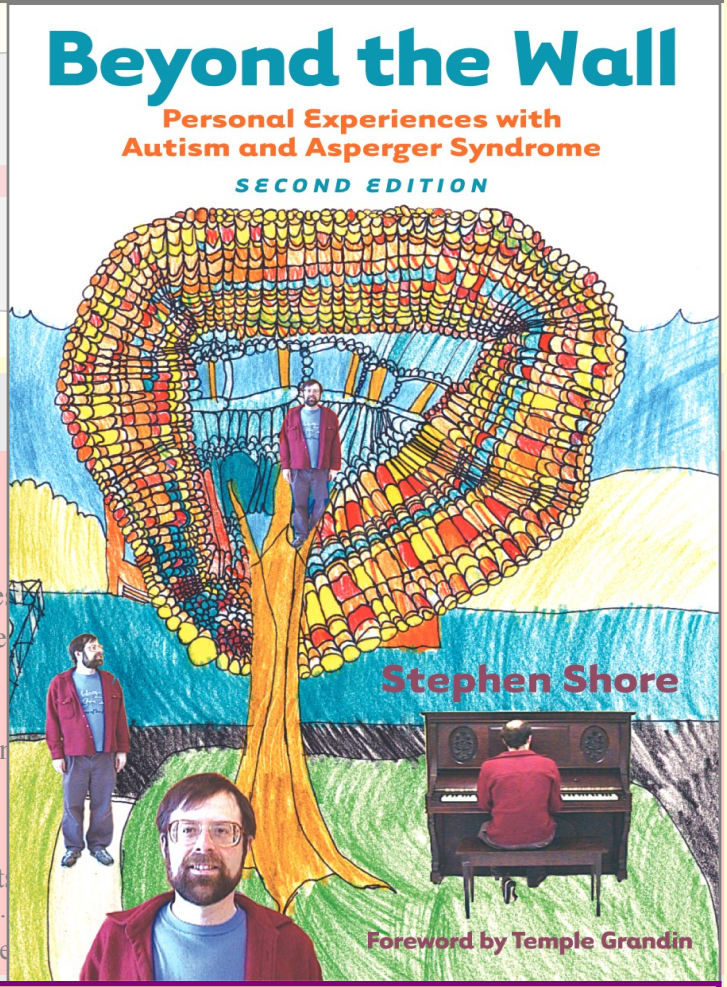
Determining Career Matches – Possible Employment Structures

- **Competitive employment**
- **Full-time employment**
- **Part-time employment**
- **Permanent employment**
- **Short-term jobs**
- **Seasonal jobs**
- **Self-employment / Micro-enterprise**

# S U C C E S S  W I T H

## A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — ADULT

| 4 | 6 |
|---|---|
| Enter Putnam | Kinder-garten |
| Condition improves to "neurotic" | Social & academic difficulties |
| The wonderful world of watch motors | Discovered making a mess of myself while eating BBQ chicken wings |
| Echolalia and return of speech | Loved cats but dogs… |
| Eating baby food | Yikes bike |




**Sheltered Workshop for People with Asperger Syndrome**

# Does Your Bike

## Need Repair?

## Call Stephen at 555-1212

Fix my bike 555-1212 Fix my bike 555-1212 Fix my bike 555-1212 Fix my bike 555-1212 Fix my bike 555-1212 Fix my bike 555-1212 Fix my bike 555-1212 Fix my bike 555-1212 Fix my bike 555-1212

# FRIENDSHIP, DATING, & SEXUALITY

Talking About Sex - Myths of Sexuality - Peter Gerhardt

## Common Myths

- Persons with autism…
  - have little to no interest in sex
  - are hypersexual
  - are solely heterosexual

**So… How can we help people on the autism spectrum deal with this important part of life?**

## But the Truth is…

- Persons with autism are as diverse sexually as everyone else
  - and, sexuality education is complicated by challenges in language, communication, and social differences.

    While sexual feelings and interest may be high, a primary information source is usually not available – non-spectrum teens (Volkmar & Wiesner, 2003).
  - With proper support people with autism can have relationships; often with a person having a difference.

# TURNING AWAY FROM CLOSED DOORS TO OPEN ONES

## Defining Success

# Is autism a series of deficits, disorder, and disability or a set of abilities?

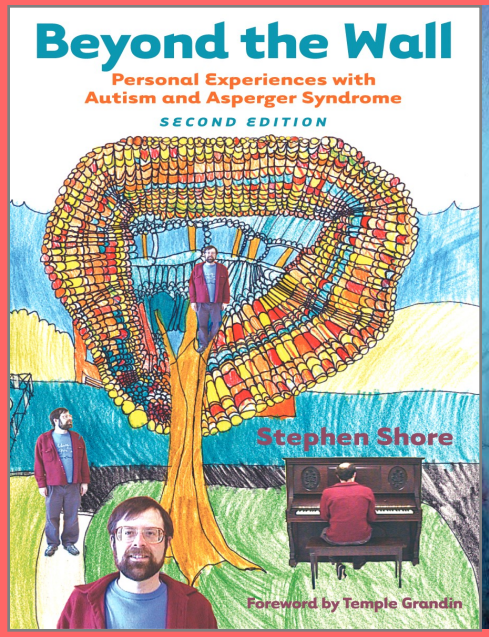
# How will you transform a weakness or challenge of yours into a strength?

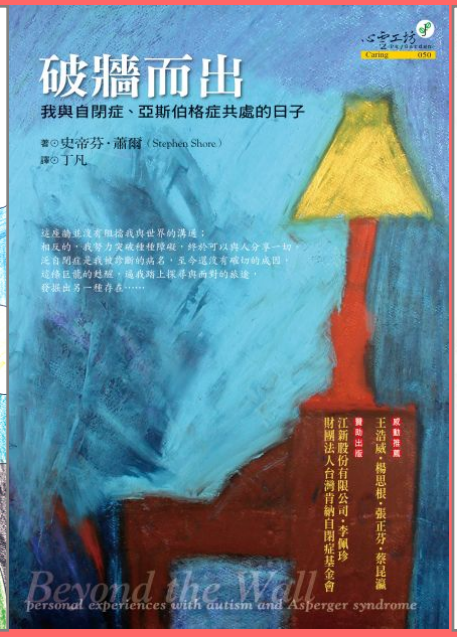
| CHALLENGE | STRENGTH |
|---|---|
| Everything must be in exact order. | Assembly line inspector making sure each widget is perfectly formed, positioned, and in the right color. |
| Extreme need for routine. | At work on time every day. Never calls in sick. |
| Hypersensitive to sound. | Audio engineer. |
| ? | ? |
| ? | ? |
| ? | ? |
| ? | ? |

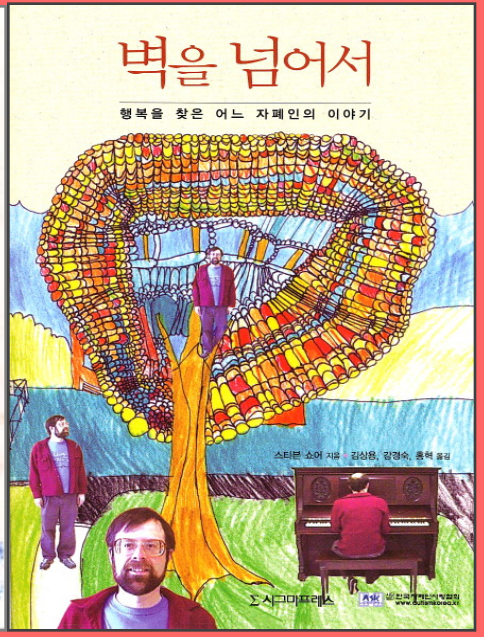
# Thanks for your participation!

**Stephen Shore**

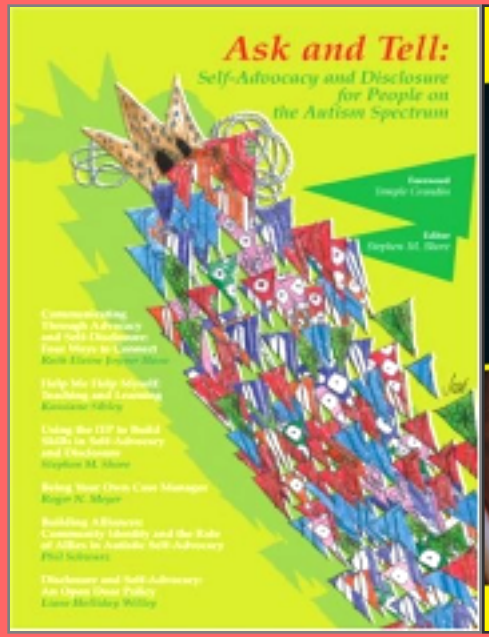
**www.autismasperger.net**

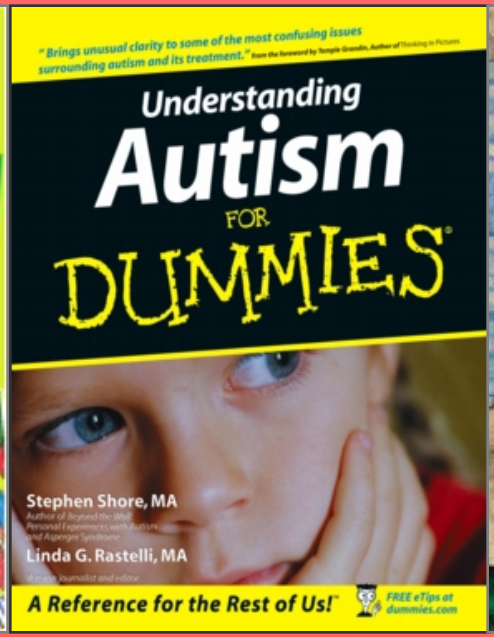


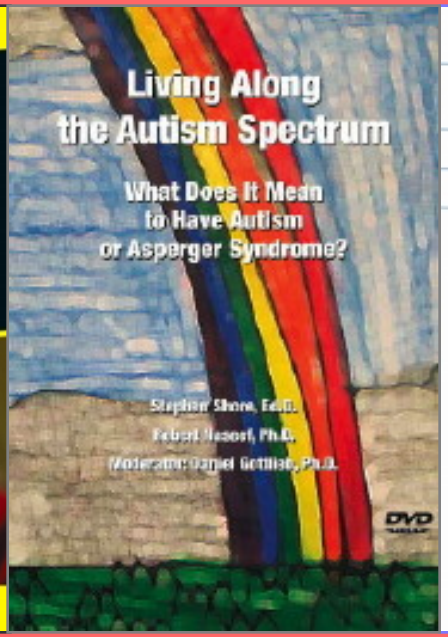






www.autismasperger.net



# APPENDIX I

- Some active organizations
- *Soft Skills* for employment
  - Stephen Shore
  - Robert Naseef

with…

The Arc of Philadephia

# "Soft" Skills for Employment

Hidden Curriculum

Relationship Management

Supervisors, Coworkers, Friendships

Scheduling

Executive Functioning

# Resources and Materials for High Schools

Preparing Transition Age Youth with Autism for Employment

**https://neurodiversityintheworkplace.wikispaces.com/**

The Arc of Philadelphia

# Stephen Shore, Ed.D

- Professor at Adelphi University.
- Research focuses on matching best practice to the needs of people with autism.
- President emeritus of the Asperger's Association of New England.

- Internationally renowned for presentations, consultations and writings on lifespan issues pertinent to education, relationships, employment, advocacy, and disclosure.
- Serves on the boards of Autism Speaks, the Asperger Syndrome and High Functioning Autism Association, The US Autism and Asperger Association, the Scientific Counsel of OAR, and other autism related organizations.
- Diagnosed with "Atypical Development and strong autistic tendencies" and "too sick" for outpatient treatment Dr. Shore was recommended for institutionalization. Nonverbal until age four.

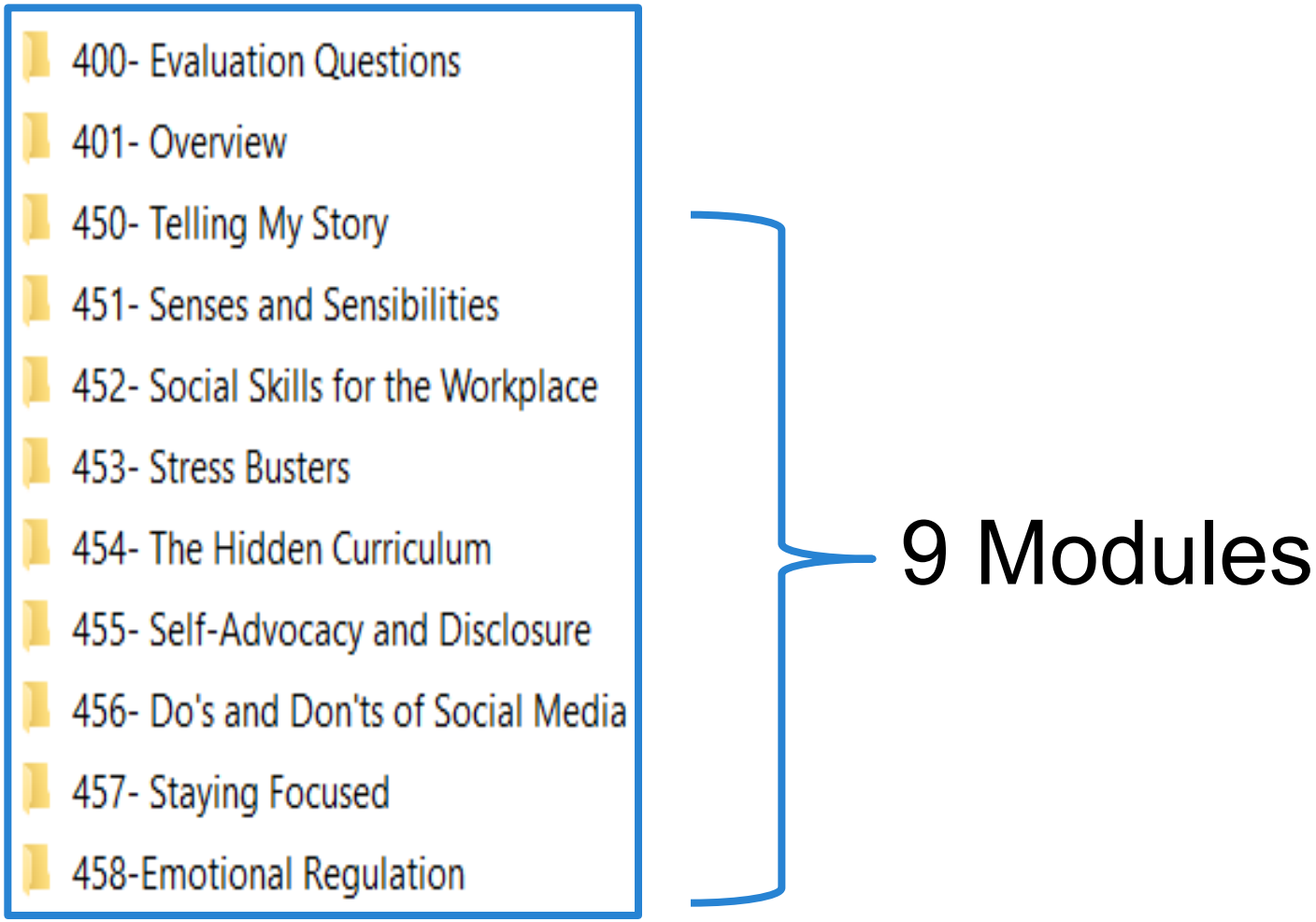
# Robert Naseef, Ph.D.

- Psychologist and father of an adult son with autism.
- Practice focuses on supporting families where a child, spouse or other member has autism.
- Board member of the Philadelphia Society of Clinical Psychologists.

- Internationally renowned for presentations, consultations, writings on issues pertinent to fathers of children with disabilities, relationships, and employment.
- Was honored by the Variety, the Children's Charity for for 20 years of outstanding contributions to the autism community.
- Co-founder of Alternative Choices, an independent psychology practice in Philadelphia.
- Consults to school districts, special education parent organizations, attorneys, Pennsylvania Bureau of Disability Determination and others.

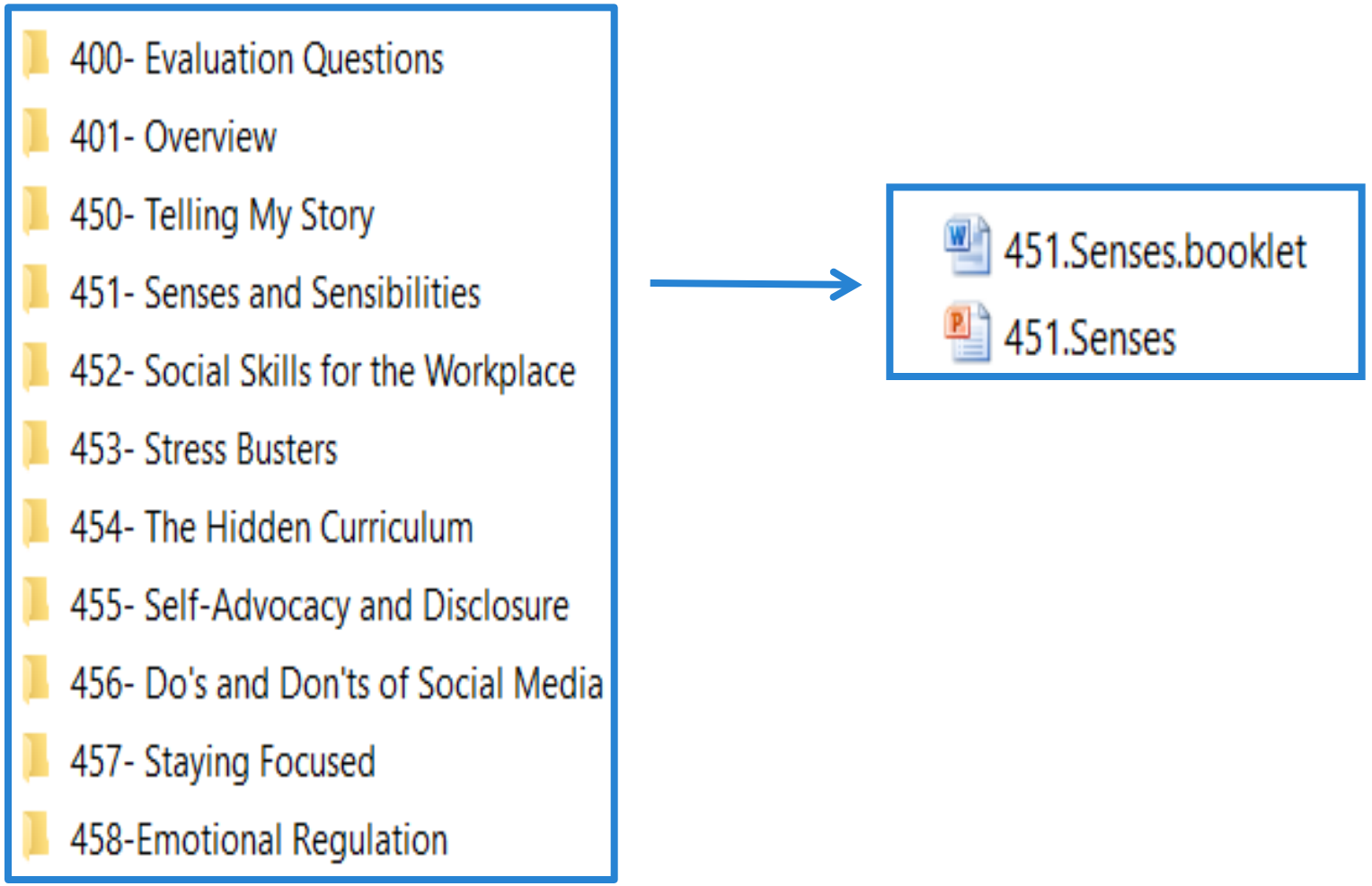
2016 The Arc of Philadelphia. All rights reserved

# Modules




2016 The Arc of Philadelphia. All rights reserved

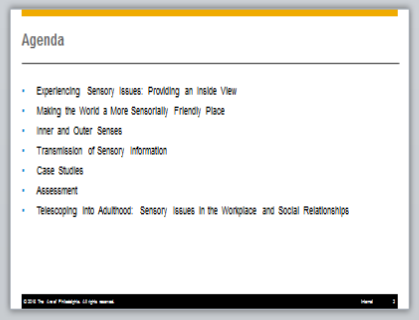
# What is a module?



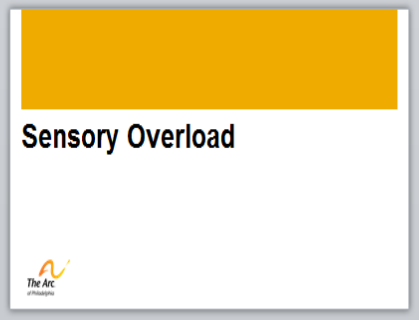

2016 The Arc of Philadelphia. All rights reserved

# PowerPoint Presentations

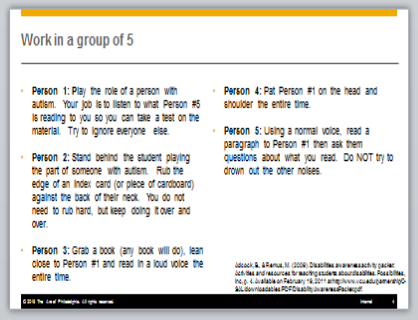
1



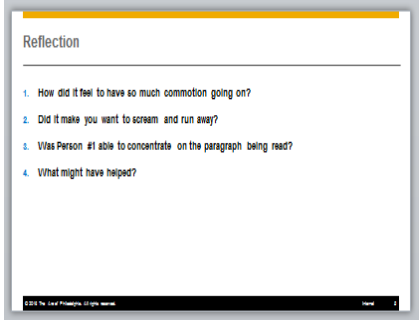

2



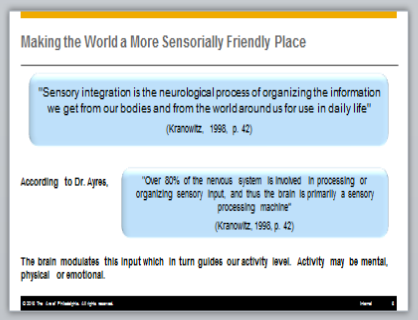

3



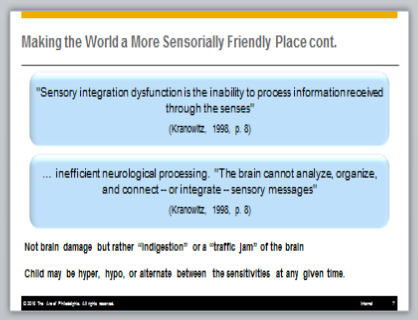

4



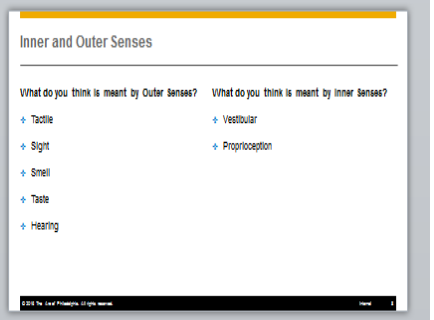

5



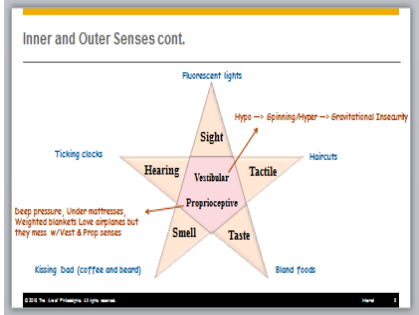

6



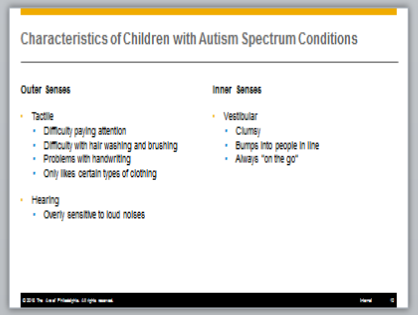

7



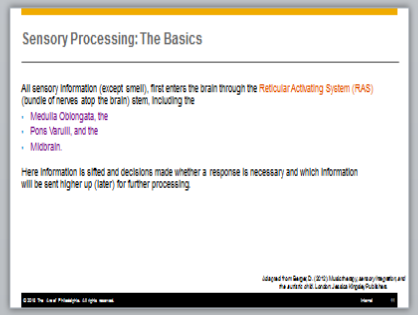

8



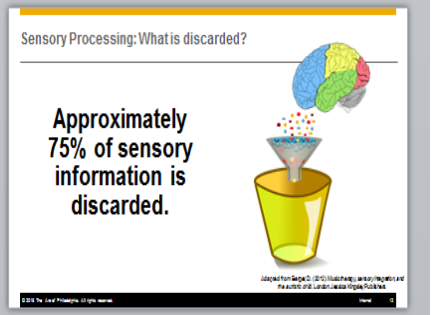

9




10



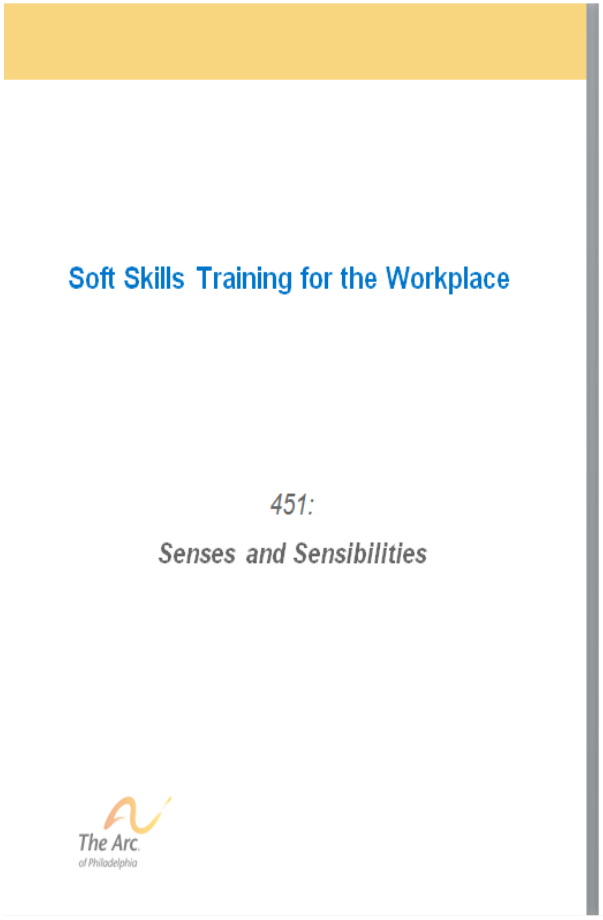

11

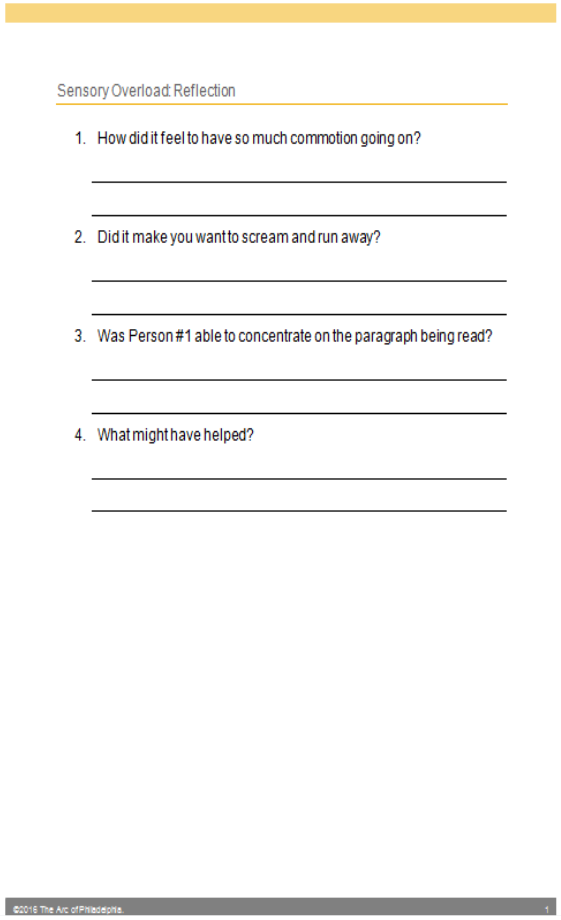


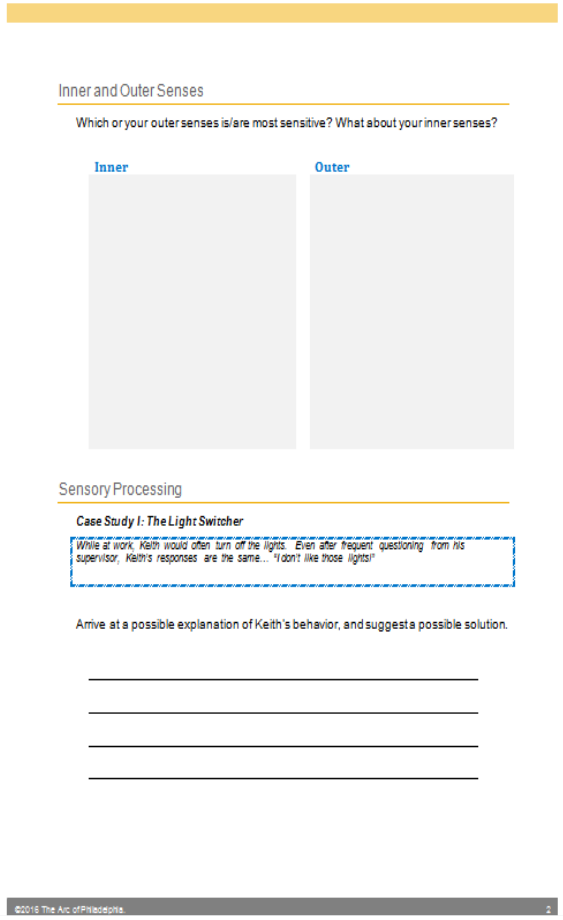

12

2016 The Arc of Philadelphia. All rights reserved

# Booklets



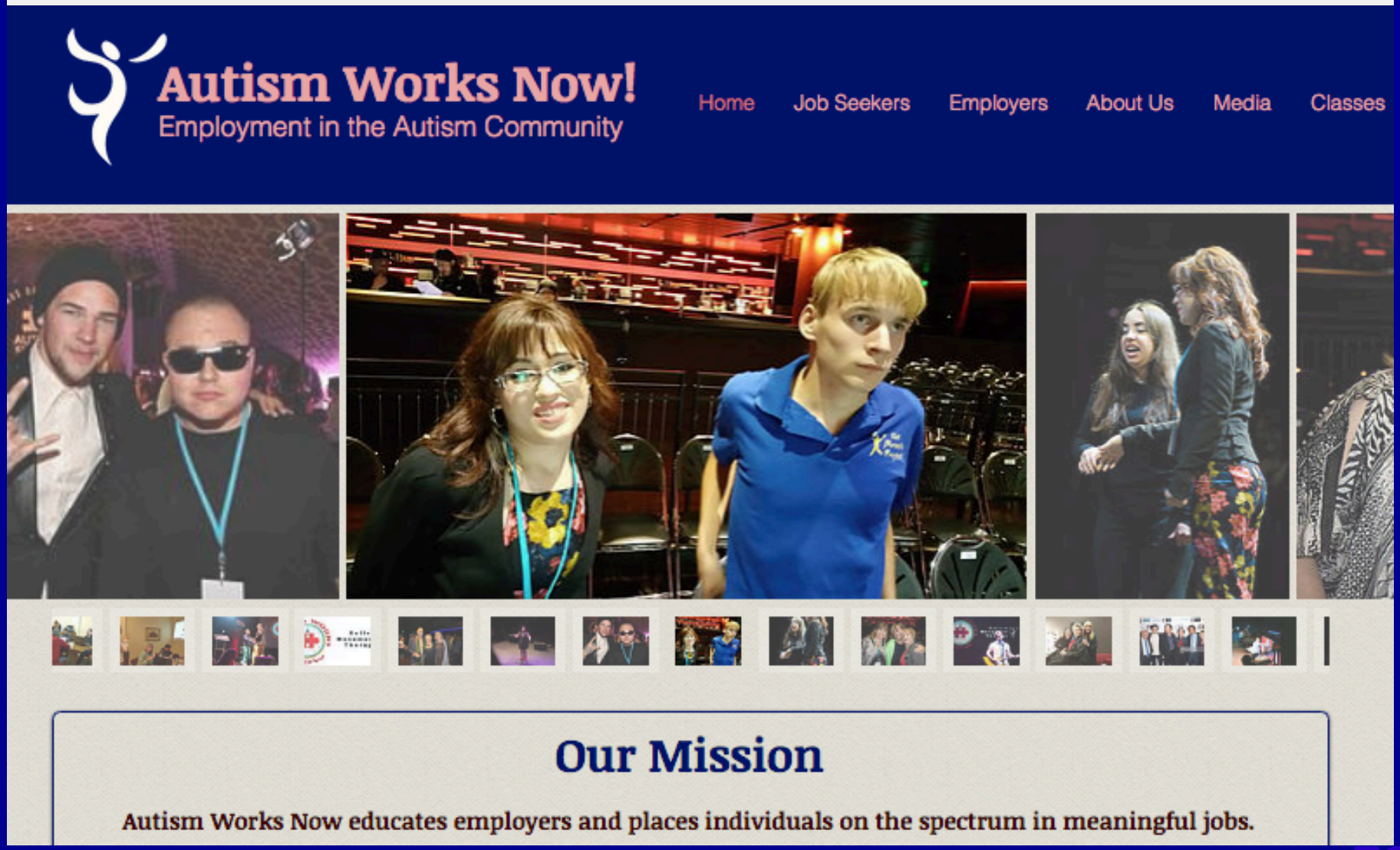




2016 The Arc of Philadelphia. All rights reserved

# WHAT IS BEING DONE NOW?

# WHAT IS BEING DONE?

http://www.autismworksnow.org/

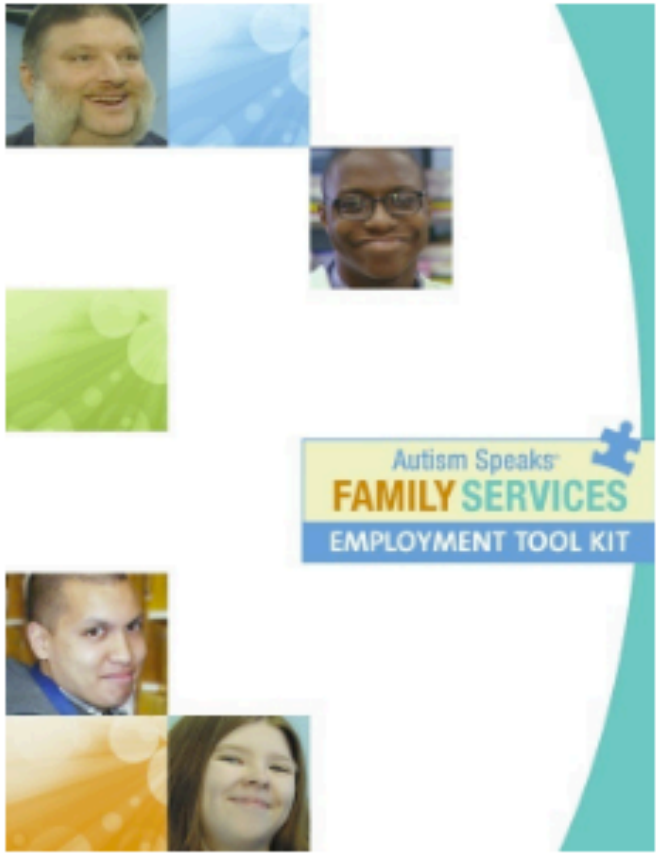


# WHAT IS BEING DONE?

https://www.autismspeaks.org/family-services/tool-kits/employment

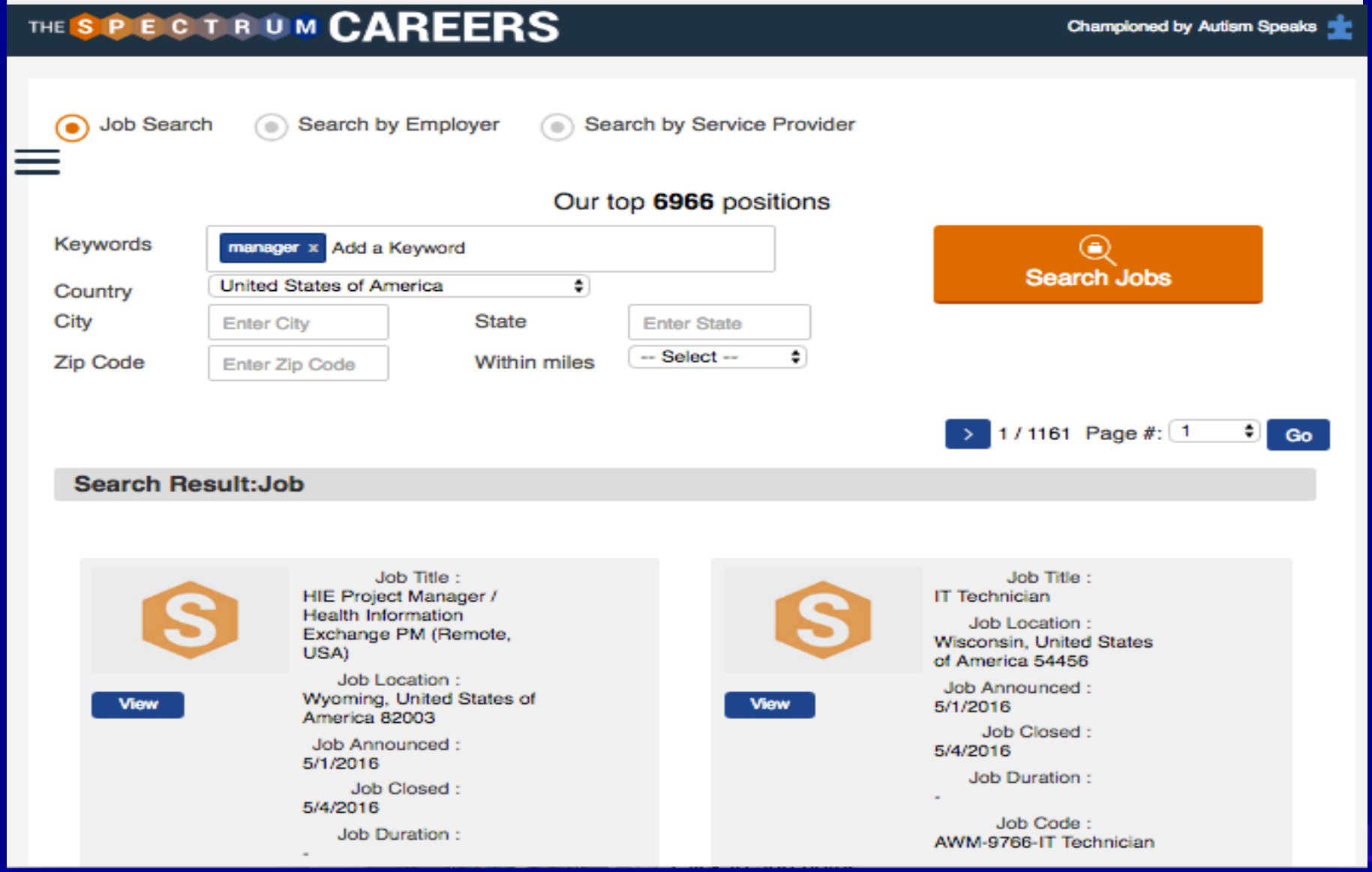
**The Employment Tool Kit is divided into the following sections:**

- Introduction
- Self-Advocacy
- What Job is Right For You?
- Benefits and Funding
- Employment Models: What Option is Best For You?
- Your Job Search
- Transportation Options
- Resumes, Cover Letters and Applications
- The Job Interview
- Accommodations and Disclosure
- Soft Skills: Understanding the Social Elements of Your Job
- Success Stories and Lessons Learned
- My Employment Rights
- Glossary of Terms
- Employment Resources
- Step-by-Step Guide to Your Employment Search



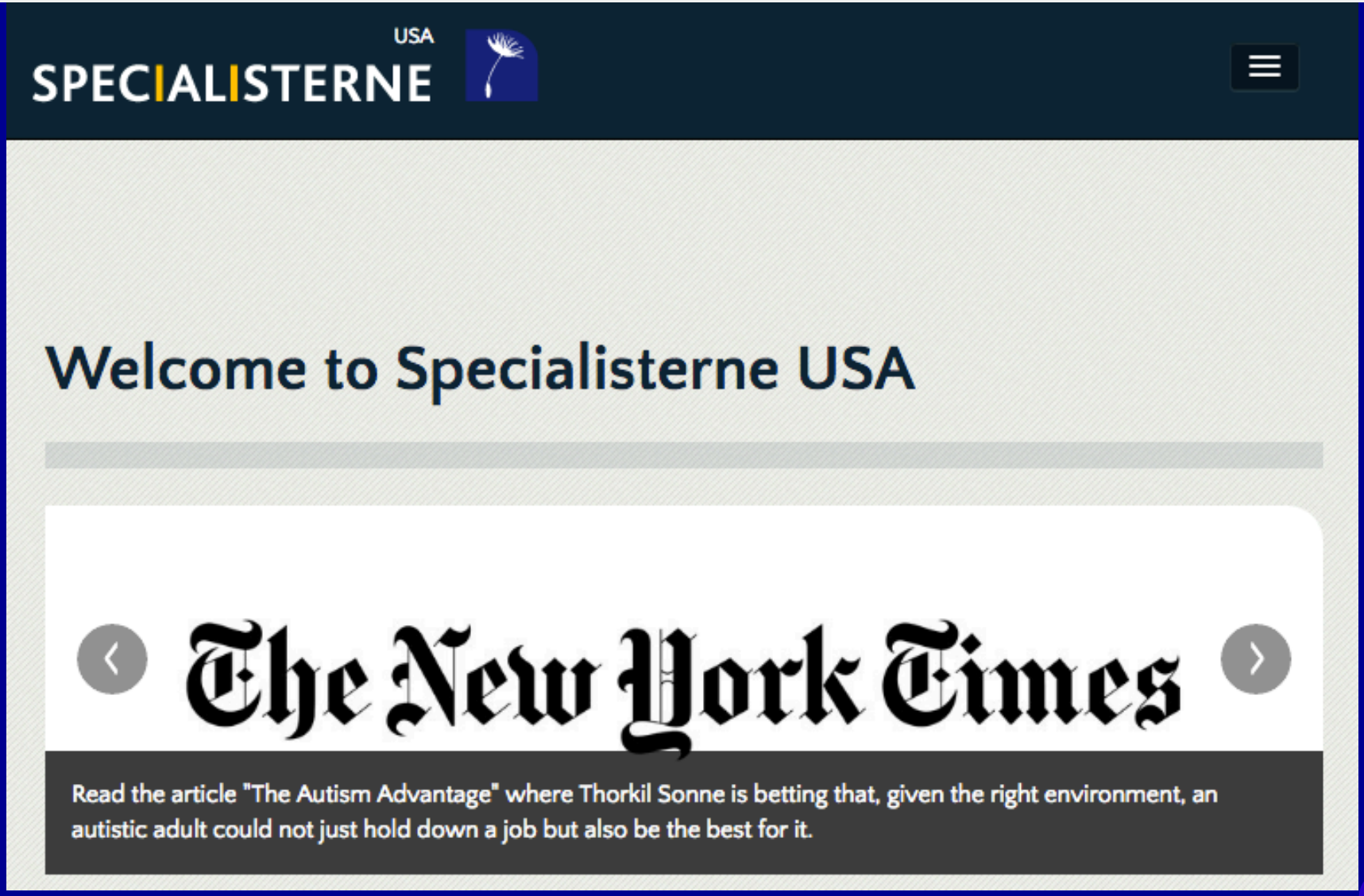
# WHAT IS BEING DONE?

www.thespectrumcareers.com



# WHAT IS BEING DONE?

http://usa.specialisterne.com/



# WHAT IS BEING DONE?

http://go.sap.com/index.html

# WHAT IS BEING DONE?

http://www.theregister.co.uk/2016/02/09/microsoft_recruiting_autistic_techies/

The Register®
Biting the hand that feeds IT

DATA CENTER SOFTWARE NETWORKS SECURITY INFRASTRUCTURE DEVOPS BUSINESS HA

Business

## Microsoft hits the gas in drive to recruit autistic techies

### Redmond wants unique minds

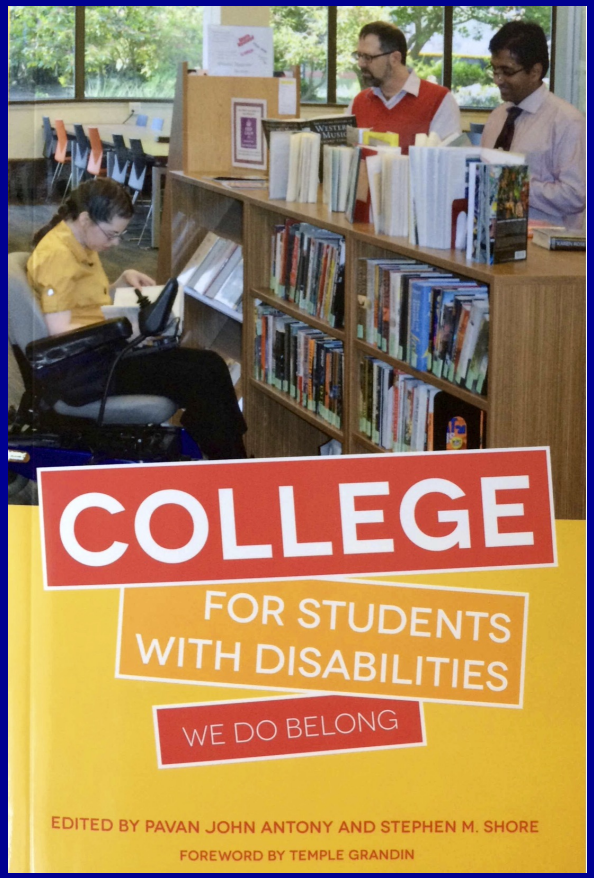
Kyle Schwaneke, one of Microsoft's first hires for the program, is now a mentor

9 Feb 2016 at 20:48, Iain Thomson 183 172

Getting a job if you're on the autistic spectrum can be hard, but Microsoft is keen to hire people with the disorder for its workforce.

# APPENDIX II

- **Higher Education**



# COLLEGE FOR STUDENTS WITH DISABILITIES

## WE DO BELONG

EDITED BY PAVAN JOHN ANTONY AND STEPHEN M. SHORE

FOREWORD BY TEMPLE GRANDIN

# INSTITUTIONAL RESPONSIBILITIES

| High School | College |
| --- | --- |
| • Provide those deemed in need of special education a customized education according to their needs in order to level the playing field. | • Provide equal access to educational programs, services, facilities & activities<br>• Provide reasonable accommodations, academic adjustments and/or auxiliary aids & services<br>• Maintain student confidentiality<br>• Written policies & procedures (including grievance) in alternative format |
| • **I**ndividuals with **D**isabilities **E**ducation **A**ct | • **A**mericans with **D**isabilities **A**ct/504 |

A.S. Univ

# T R A N S I T I O N

| High School | College |
| --- | --- |
| • 5-6 hours/day of classes | • 4-5 classes each 3-4 hours/wk |
| • 1-2 hrs/day HW | • 2 hrs/day/class hour HW |
| • Frequent quizzes, non-cumulative tests | • 2-3 cumulative exams/semester |
| • Teaching content from textbooks | • Research, primary sources |
| • 25-20 students/classroom | • 10-300 students |
| • One building | • Entire campus |

A.S.

Univ

# T R A N S I T I O N

## Commuter?

| PROs | CONs |
| --- | --- |
| • Supervision & monitoring | • Dependency issues |
| • Existing support services | • Stigma, self-esteem |
| • Smoother transition | • Commuting details (drive, mass transit) |
| • Reduce stress | • Limit testing |
| • Less worry? | • Socially isolated |
| • Less financial risk | • Less challenging? |

A.S. Univ

# T R A N S I T I O N

## Residential?

### Pointers

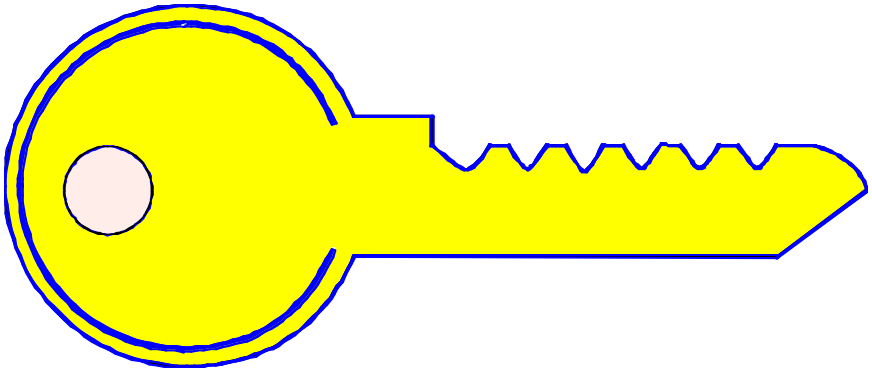
- Size matters and smaller is not automatically better
- Investigate housing options carefully
- Disclosure issues
- To meddle or not to meddle
- Know thy roommate

# T R A N S I T I O N

## Tools

- Start now
- Work on self-advocacy & life skills
- Listen, support & assist
- Remember who's the boss now
- Call/visit/question everywhere
- Documentation & policies
- Transition/orientation programs
- Build a team
- **Start now!!!**

# Making College Right



**MAJOR KEY——>SUPPORT**

**Interconnection is**

Family

Friends

School

Other

# SOME STEPS FOR A SUCCESSFUL COLLEGE EXPERIENCE

**Social**

- Friends
  - Parties
  - Appropriateness

**Organization**

- Aides
  - Carbon-based
  - Silicon-based

**Living**

- Dorm?
  - Single?
- Home?

**Coursework**

- Part time?
- Full time?
- Accommodations?

# Looking For The Right College (Cont.)

**Preparation**

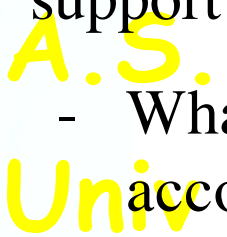
- Documentation…
  - Appropriate
  - Recent
  - Suggestions for reasonable accommodation

**Issues to consider**

- Is assistance needed with…
  - Academic Accommodations
  - Independent Living Skills

**Questions that need answering**

- Where is the office of student support?
  - What is needed to obtain accommodations?
  - Are they friendly?
  - Do they know what AS is?
  - Knowledgeable?
  - Willing to learn?



# Self-Initiated Individual Education Plan (Cont.)

## Accommodation Menu

**Note: This form is not required by IDEA**

Student: Somebody

Date: 10/28/18

Teacher: Anybody

IEP Manger: Everybody

| Used? | Effectiveness (1-5) | Accommodation | Used? | Effectiveness (1-5) | Accommodation |
|---|---|---|---|---|---|
| √ | 4 | **Placement**<br>Preferential seating<br>Small group | √ | 2 | **Sensory**<br>Lighting<br>Hat with visor<br>Standing at desk |
| √ | 5 | **Assignments**<br>Reduced paper/ pencil tasks<br>Extended time | √ | 5 | **Other**<br>Outline with due dates for assignments |

Adapted from McGahee et al. (2001). *Student-led IEPs: A guide for student involvement.* Arlington, VA: Council for Exceptional Children in Shore (Ed). (2004) *Ask and tell: Self-advocacy and disclosure for people on the autism spectrum.* Shawnee Mission, KS: Autism Asperger Publishing Company. P. 91.

# Making College Right (Cont.)

## ACCOMMODATIONS WORKSHEET

Name: Any Student School: Any State College

Counselor: Unnamed Somebody Date: August 15, 2018

| Challenge | Cause | Suggested Accommodation |
|---|---|---|
| Taking tests with multiple questions per page. | Visually over stimulating, gets lost in all the words. | 1. Only one question per page.<br>2. Two sheets of paper to cover distracting verbiage. |
| Unable to concentrate under fluorescent lights. | Perception of 60Hz cycling due to visual sensitivity | Explore alternate lighting, sit next to window, wear baseball cap in class. |
| Scheduling long term assignments. | Poor executive function. | Regularly meet with professor (perhaps once a week) to keep on target with lengthy assignments. |

# Making College Right (Cont.)

## REALITY CHECK

(Lorraine Wolf)

A.S.

**Colleges are in the business of education**

Univ

**College are not rehabilitative institutions**