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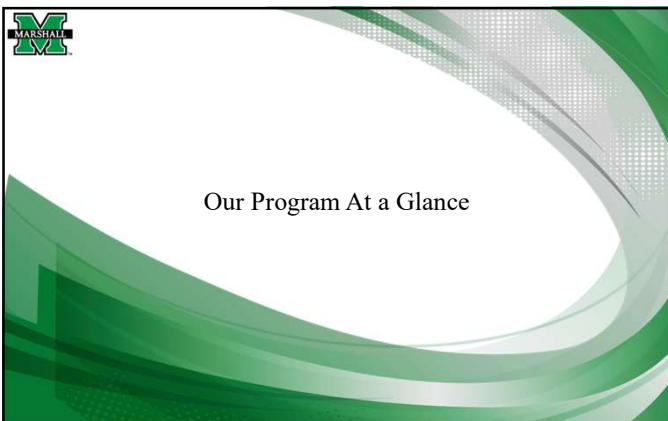
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**MARSHALL**

### College Program Statistics

- 63 full-time students; 56:7 male to female ratio
- 35 out-of-state students; 28 in-state students
- Average Cumulative GPA: 2.83 (Fall 2022)
- Degree programs – Bachelor of Fine Arts, College of Education, College of Science, College of Liberal Arts, College of Business, and more
- Areas of Concentration – Art, Sociology, History, Education, Psychology, Journalism, Chemistry, Math, English, Business, Integrated Science & Technology, Theatre, Foreign Language, Engineering, and more
- Living arrangements: Single/Double capacity dormitories throughout campus and apartments



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**MARSHALL**

### The Evolution of the College Program for Students with Autism Spectrum Disorder:

The College Program for Students with Autism Spectrum Disorder at Marshall University was developed in the Fall Semester of 2002 by the West Virginia Autism Training Center.

The College Program provides individualized skill building and therapeutic supports to degree seeking students with Autism Spectrum Disorder through a mentored environment while navigating a college experience.

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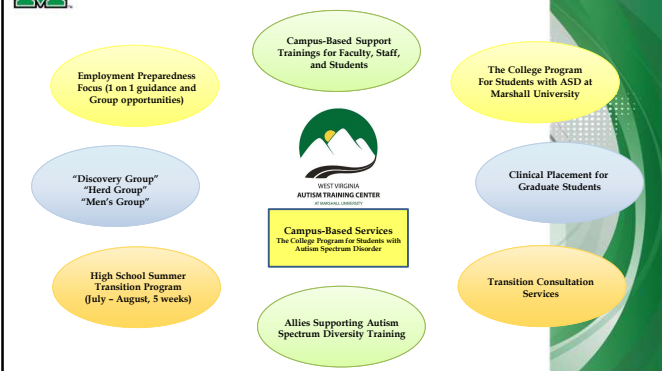
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**MARSHALL**



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### General ASD Diagnostic Criteria:

**Severity Level 1- "requiring support"**

**Severity Level 2- "requiring substantial support"**

**Severity Level 3- "requiring very substantial support"**

**Persistent deficits in social communication and social interaction across multiple contexts** manifested in a variety of ways, mostly involving deficits in social-emotional reciprocity, non-verbal behavior, and development and maintenance of relationships.

**Restricted, repetitive patterns of behavior, interests, or activities** manifested in a variety of ways, mostly involving stereotyped or repetitive motor movements, use of objects, or speech; insistence on sameness, inflexible adherence to routines, or ritualized patterns; highly restricted, fixated interests that are abnormal in intensity; and hyper- or hyporeactivity to sensory input.

**Symptoms must be present in the early developmental period** but may not become fully manifest until social demands exceed limited capacities, or may be masked by learned strategies in later life.

**Symptoms cause clinically significant impairment** in social, occupational, or other important areas of current functioning.

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### Common characteristics of ASD & the effect they have on quality of life

**Common Challenges That May Affect Mental Health & Life Quality**

- Executive Dysfunction
- Challenges related to Theory of Mind
- Challenges with Social Interaction
- Challenges with Communication

**Each Challenge Can Create A Need For Support Because They May**

- Alienate those who might otherwise become part of a typical social network
- Lead to significant day-to-day anxiety and distress
- Cause misunderstandings in school and at work that affect reputation
- Lead individuals to use or abuse substances that help them relax and decrease distress
- Cause legal and/or financial troubles
- Demonstrate vulnerability to bullies
- Exacerbate relationship problems
- Create anxiety or distress over gender and sex roles

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**"It doesn't appear he needs accommodations..."**



**When thinking of accommodations, we tend to focus on physical needs, or more common cognitive and learning disorders;**

**The "invisible needs" of students with ASD are not always obvious: problems with focus, attention, following transitions, subtle language, etc.**

**Many needs are based in challenges that are uncommon in typical students.**

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### Known Effective Supports for the Majority of Students with ASD

-  A safe place
-  An identified go-to person (peer mentor or trusted Ally)
-  Social supports:
  - Assistance planning for and participating in social activities
  - Personal and daily living skill mentoring and assistance
-  Emphasis placed on identifying natural supports, and teaching in natural setting

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## What Are We Doing at Marshall University?

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### Areas of Support

<b>Academic Supports</b>	<ul style="list-style-type: none"> <li>• Teach and model self-advocacy skills for effective communication with campus faculty and staff</li> <li>• Develop individualized strategies designed and implemented to teach executive functioning skills</li> <li>• Determine and request reasonable accommodations</li> <li>• Assist in course recommendations based on student learning strengths and interests</li> <li>• Individualized team meetings 1-5 days/week</li> </ul>
<b>Social Skill Development</b>	<ul style="list-style-type: none"> <li>• Promote student involvement in campus organizations, clubs, and extra-curricular activities through tailored assistance</li> <li>• Staff-led and student-driven weekly skill building groups that teach appropriate social skills fit for a college lifestyle</li> <li>• Access to mental health counseling either directly through The College Program or through campus counseling services</li> </ul>
<b>Independent Living Skill Supports</b>	<ul style="list-style-type: none"> <li>• Teach effective living skills designed to meet to needs of individuals transitioning into adulthood</li> <li>• Provide assistance to students as they navigate the day-to-day needs of the college lifestyle</li> <li>• Collaborate with residence hall staff to ensure proper living accommodations are being provided</li> <li>• Tailored employment preparation</li> </ul>

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**Programs We Have Developed: Men's Group**

<b>Living a Healthy Lifestyle</b>	<b>Desired Take-a-ways:</b>
<b>Physical Health</b>	“Better at group dialogue”
Diet/Hydration	
Exercise	
Hygiene/ Appearance	“Better health/lifestyle”
<b>Social Health</b>	
Dating	“To learn not to be so hard on myself”
Communication	
Manners	
<b>Mental Health</b>	“Have someone to vent too”
Stress	
Dealing with Conflict	
Living up to Expectations	“Build self-esteem”
Routines	

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**Key Differences Between K-12 and Higher Education**

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**Key Differences between College and High School:**

<b>Applicable Laws:</b>	<b>Required Documentation:</b>
<ul style="list-style-type: none"> <li>• High School           <ul style="list-style-type: none"> <li>- IDEA (Individuals with Disabilities Education Act)</li> <li>- Section 504, Rehabilitation Act of 1973</li> <li>- IDEA is about success</li> </ul> </li> <li>• College           <ul style="list-style-type: none"> <li>- ADA (Americans with Disabilities Act of 1990, Title II)</li> <li>- Section 504, Rehabilitation Act of 1973, particular reference to Subpart E.</li> <li>- ADA is about equal access</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• High School           <ul style="list-style-type: none"> <li>- IEP (Individual Education Plan) and/or 504 Plan</li> <li>- School provides evaluation</li> <li>- Documentation focuses on determining whether student is eligible for services based on specific disability categories in IDEA</li> </ul> </li> <li>• College           <ul style="list-style-type: none"> <li>- High school IEP and 504 may not be sufficient. Documentation guidelines specify information required</li> <li>- Student responsible for cost of evaluation</li> <li>- Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations</li> </ul> </li> </ul>

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### Key Differences between College and High School:

<p><b>Self Advocacy:</b></p> <ul style="list-style-type: none"> <li>• High School           <ul style="list-style-type: none"> <li>- School District identifies students with disabilities</li> <li>- School District responsible for developing educational plan</li> <li>- Teachers approach you if they believe you need assistance.</li> </ul> </li> <li>• College           <ul style="list-style-type: none"> <li>- Student must self-identify to the Office of Disability Services</li> <li>- Primary responsibility for self-advocacy and arranging accommodations belongs to the student</li> <li>- Professors are usually open and helpful, but most expect you to initiate contact if you need assistance</li> </ul> </li> </ul>	<p><b>Parental Role:</b></p> <ul style="list-style-type: none"> <li>• High School           <ul style="list-style-type: none"> <li>- Parent has access to student records and can participate in the accommodation process</li> <li>- Parent advocates for student</li> </ul> </li> <li>• College           <ul style="list-style-type: none"> <li>- Parent does not have access to student records without student's written consent (FERPA)</li> <li>- Student advocates for own needs</li> </ul> </li> </ul>
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### Key Differences between College and High School:

<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>• High School           <ul style="list-style-type: none"> <li>- Teachers may modify curriculum and/alter curriculum &amp; pace of assignments</li> <li>- Short assignments are read and discussed and often re-taught in class</li> <li>- You seldom need to read anything more than once, sometimes listening in class is enough</li> </ul> </li> <li>• College           <ul style="list-style-type: none"> <li>- Professors are not required to modify design or alter assignments that fundamentally alter the course</li> <li>- You are assigned substantial amounts of reading and writing, which may not be directly addressed in class</li> <li>- You need to review class notes and text and material regularly</li> </ul> </li> </ul>	<p><b>Grades &amp; Tests:</b></p> <ul style="list-style-type: none"> <li>• High School           <ul style="list-style-type: none"> <li>- IEP or 504 plans may include modifications to test format and/or grading</li> <li>- Testing is frequent and covers small amounts of material</li> <li>- Makeup tests are often available</li> <li>- Teachers often take time to remind you of assignments and due dates</li> </ul> </li> <li>• College           <ul style="list-style-type: none"> <li>- Grading and test format changes (i.e. multiple choice vs. essay) are generally not available</li> <li>- Testing is usually infrequent and may be cumulative, covering large amounts of material</li> <li>- Makeup tests are rarely an option and usually not a reasonable accommodation</li> <li>- Professors expect you to read, save, and consult the course syllabus (outline); the syllabus explains what is expected, when it is due, and how you will be graded</li> </ul> </li> </ul>
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### Key Differences between College and High School:

**Study Responsibilities:**

<ul style="list-style-type: none"> <li>• High School           <ul style="list-style-type: none"> <li>- Tutoring and study support may be a service provided as part of an IEP or 504 plan</li> <li>- Your time and assignments are structured by others</li> <li>- You may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation</li> </ul> </li> <li>• College           <ul style="list-style-type: none"> <li>- Tutoring is often not managed through Disability Services. Students with disabilities have to seek out tutoring resources</li> <li>- You manage your own time and complete assignments independently</li> <li>- You need to study at least 2 to 3 hours outside of class for each hour in class</li> </ul> </li> </ul>
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### Common Myths and Misconceptions of Higher Education

*I can make arrangements with the DSS office to wake me up in the morning, make sure I get to class/exams, help me get organized, and remind me of deadlines.*  
 Truth: Items of a personal nature are the responsibility of the student. The institution expects that students can get to class and be responsible as part of being "otherwise qualified."

*Because of my disability, admission and/or graduation requirements can be altered/flexible.*  
 Truth: Established requirements – admission, graduation, course, GPA, code of conduct, etc. are the same for all students.

*Accommodations are supposed to guarantee that I will pass my classes.*  
 Truth: Accommodations are meant to provide equal access and equal opportunity. Access is no guarantee of success.

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### Common Myths and Misconceptions of Higher Education

*I sent my documentation to the admissions office so I will be taken care of.*  
 Truth: DSS is the designated office on campus to verify eligibility for services and maintain confidential disability records.

*Absences will automatically be excused if I am sick or if it is disability related.*  
 Truth: Attendance is usually considered an "essential requirement" and is subject to the attendance policy of the professor.

*Colleges are required to provide one-on-one tutoring.*  
 Truth: Tutoring is considered "personal" and outside the scope of accommodations. All students have access to tutoring, study skills workshops, time management, test-taking strategies etc. offered through The Tutoring Center.

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### Preparing Students for a Successful Transition

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**7 Skill Assessment Domains:**

- Academics
- Independent Living
- Socialization
- Safety
- Sexuality/Diversity
- Stress
- Personal Insight

Complete the following based upon information from face-to-face interviews with the applicant, other evaluative tools and information provided by the applicant's designee. Ratings will be based upon how successfully each applicant might carry out each activity, along the following scale:

(1) Never, without significant support; (2) Very Rarely, without significant support; (3) Usually, without significant support; (4) Most Often, without significant support; and (5) Always, without significant support.

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**Questions to Ask Regarding Academics:**

- ✓ Will you attend class timely and regularly?
- ✓ Will you alert your professors and tutors proactively if an absence is necessary?
- ✓ Will you be prepared to listen, participate and learn while in the classroom?
- ✓ Will you engage in appropriate classroom etiquette and behavior?
- ✓ Can you take notes while listening to a class lecture?
- ✓ Will you complete and hand in all out of class assignments and homework?
- ✓ Will you be respectful of open debate and the opinions of others while still being able to express your opinion?
- ✓ Will you accept academic evaluations from professors and tutors and work willingly to maintain or improve your academic progress?

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**Questions to Ask Regarding Independent Living:**

- ✓ Are you able to play the leading role in planning for and carrying out your educational experience?
- ✓ Can you express your need for additional help?
- ✓ Can you manage your time effectively?
- ✓ Can you manage small and/or large amounts of money?
- ✓ Can you plan and follow a personal menu that meets dietary needs or identify your dietary restrictions?
- ✓ Can you self-medicate and are you able to have prescribed medications re-filled at a local pharmacy?
- ✓ Can you travel independently through the local community, including the ability to plan for and use public transportation?
- ✓ Will you seek out and participate in activities that promote career exploration?

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**Questions to Ask Regarding Safety:**

- ✓ Can you recognize when you are being taken advantage of?
- ✓ Can you walk safely through traffic and are you able to cross public streets carefully?
- ✓ Can you recognize personal illness or injury that will require medical treatment and alert an authority?
- ✓ Are you able to recognize what constitutes an emergency and take appropriate action?
- ✓ Do you engage in activities that promote your physical, emotional and psychological wellness?



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**Questions to Ask Regarding Sexuality/Diversity:**

- ✓ Do you have a mature understanding of sexuality, including sexual intercourse, sexually transmitted diseases, birth control and the practice of safe sex?
- ✓ Do you have a mature understanding of your personal values?
- ✓ Have you experienced interacting with people of other cultures, races, political standpoints and sexual orientations ?
- ✓ Are you respectful of the views others hold regarding sexuality, politics and race?
- ✓ Do you recognize the private nature of sexual interests and activity?
- ✓ Can you distinguish a friendship from a more intimate relationship?
- ✓ Do you respect personal boundaries including the personal space of others?
- ✓ Are you interested in learning more about sexual health?



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**Questions to Ask Regarding Stress:**

- ✓ Can you recognize your personal symptoms of distress and make adjustments to alleviate those symptoms?
- ✓ Will you participate in activities that are designed to reduce stress in a healthy manner including activities such as: physical exercise, improved time management, relaxation techniques and other wellness activities?
- ✓ Are you resilient in responding to a crisis or personal set-back?
- ✓ Will you accept assistance from others and value collaboration and teamwork?
- ✓ Do you respond well in competitive environments and situations?



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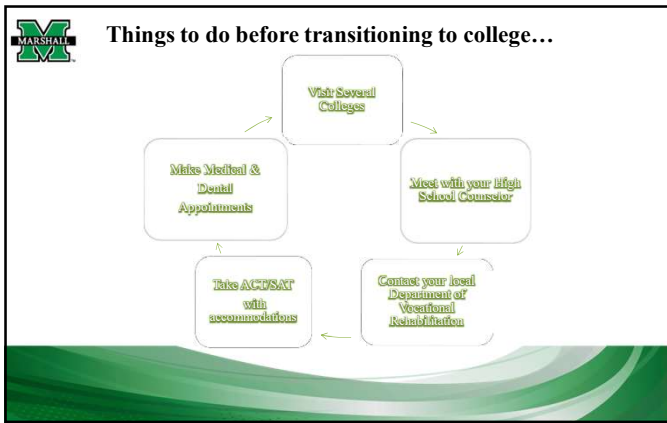
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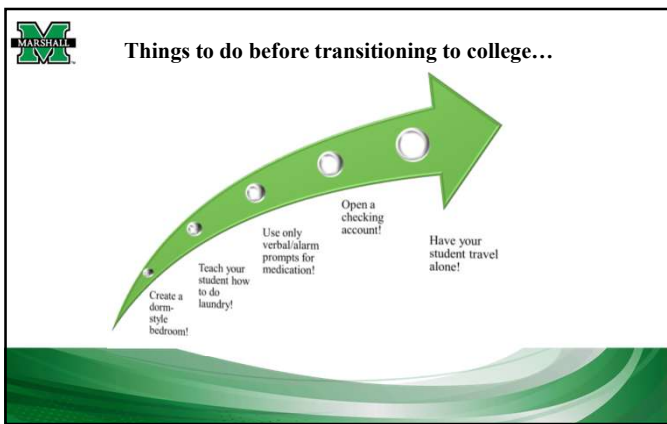
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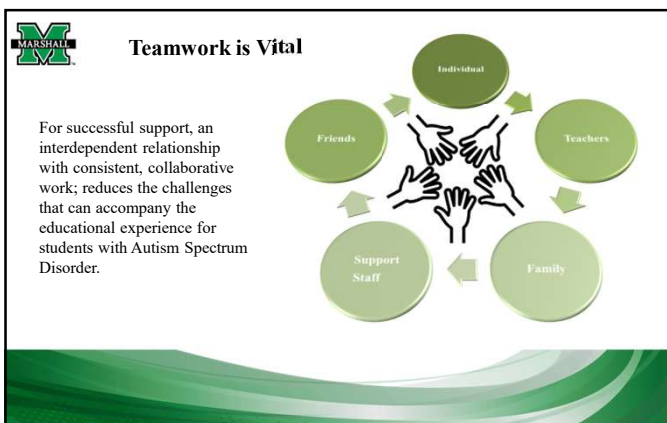
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### Common Skills for Typical High School Success



- Ability to take a lead role in planning for and carrying out your educational experience (IEP)
- Some sense of personal flexibility, and basic independent living skills
- Develop a network of peers and professors who can provide support and assistance
- Become involved in school clubs and organizations
- Recognize when there is a need for assistance, including safety
- Personal insight, and the ability to think critically
- Maturity regarding the development of relationships
- Resiliency

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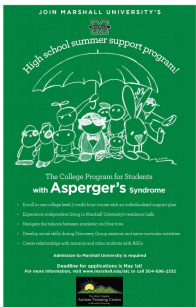
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### Programs We Have Developed: Summer Transition Program



- *Get ahead with college credits!* (even during your junior year of High School)
- *Get to know the campus layout!*
- *Meet faculty and staff!*
- *Eat dorm food!*
- *Learn time management!*
- *Become involved in your new community!*
- *Help ease the transition into college.*

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### We Are... Training Allies

Over 2,000 since 2016




WV Andrew Training Center

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We are here for YOU!



The West Virginia Autism Training Center  
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[www.marshall.edu/collegeprogram](http://www.marshall.edu/collegeprogram)  
<https://www.facebook.com/TheCollegeProgram/>

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