



# Autism/Asperger's 201

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College Autism Spectrum



# Do you know this student?

- Won't read the text because it's "wrong"
- Scored 800 math SATs
- Can't get off the internet long enough to study
- Fluent in four languages (self-taught)
- Can't turn in the paper because it's not perfect
- Gets into minor and major wrangles on campus
- Doesn't learn from mistakes
- Can't "repair" or change course after acquiring new info
- Can't remember to refill or take their meds
- Has a 150 IQ
- Gets lost on campus on daily basis



|...

- Could have written the textbook
- Don't turn in my homework
- Jump out of my chair to correct my professors
- Can't speak when called on in class
- Want you to get to know me
- Won't look at you or acknowledge your efforts



# Are the numbers going up?

- Spike in last decade
- Textbooks used to say 4/10,000
- Current estimate 1/100
- Is it real?
- Why?



# Converges Around 1%

- 1:100 (US 8 yo; CDC 2009)
- 1:91 (US 3-17 yo; parent telephone report; Maternal and Child Health Bureau, 2009)
- 1:86 (UK 9-10 yo; medical and other records, screening, clinic assessments; Baird et al 2006)
- 1:64 (UK 5-9 yo; surveyed schools & parents, screening; Baron-Cohen, 2009)
- 1:100 (UK adults; screen and interview; Brugha et al, 2009)



# Interesting Demographics

- SES may predict diagnosis and treatment in US and UK
- Higher SES = earlier diagnosis
- Disadvantaged and black children may “lose” diagnosis and eligibility for services
- Including educational records leads to higher counts than medical records alone
- (from Andrews, 2010)



# What is causing the increase?

- Environmental factors
- Broader criteria
- Diagnostic substitution
- Sampling differences
- Changing nomenclature
- Perceived advantages



# The Geek Syndrome

- Diagnostic spikes in Silicon Valley and on the Northeast
- Assortative mating?
- Enhanced reproductive fitness?
- Simon Baron Cohen recently attributes this to the offspring of math and science “systemizers”



# DSM V



# Autistic “Triad”

- Language impairment
- Social functioning
- Restricted, repetitive behavior



**What is next?**



# Autism Spectrum Disorder

299.00

DSM-V??



# Collapses core symptoms

- 1. Social and communication
- 2. Restricted, repetitive behavior
  - Now includes sensory
- Acknowledges non-core features
- Emphasis on continuum



# Adjustment

- May take time
- May need assistance
- May be heaven



# How to Assisst

- Teach skills
- Play to student strengths
- Be direct



# Behavior Management

- In the classroom
- In the residence hall
- In the library
- In extracurricular activities



# Sexuality

- Dating
- Stalking
- Understanding social cues



# Self Advocacy

- How is this taught
- Self awareness is the basis
- Student needs to trust




# Parents

- In order to ease parents out, bring them in.
- Demonstrate you “get” the student
- Develop a structure and set routines with the parents.



# Executive Functioning

- Teach Routines
- Demonstrate... in your office, in your language
- Visual, Visual, Visual



Situation or Issue	Step 1: Identify Problem	Step 2: Determine Solutions	Step 3: Who can help	Step 4: Skills to Use or Learn
I am lonely	I don't have friends or know how to join groups	Find a club or organization I would like to join (research on school website)	<ol style="list-style-type: none"><li>1. My counselor</li><li>2. My pastor</li><li>3. Student activities office</li></ol>	<ol style="list-style-type: none"><li>1. Introduce myself to others</li><li>2. Practice small talk</li><li>3. Asking a mentor to help</li></ol>



# Sustaining Effort

- Motivation
- Initiation
- Delayed gratification



# Anxiety

- Deeply routed in ASD
- Meds
- Structure, routine, predictability
- Schedules



# Groups - Two kinds

- Helpful for some students
- Work better if based in a topic
- Academic assignments can cause difficulty in groups



# Social Issues on Campus



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# Social Dyslexia

- Richard Howlin, Asperger Society of Michigan 2003 newsletter
- Inability to read social interactions
- Systematizers vs. Empathizers (Baron Cohen)



# Social Signs

- Work along with content of language to convey meaning, intent, & emotions
- Facial expression
- Gesture
- Body language
- Eye contact
- Space & boundaries
- Paralinguistic (pragmatics & prosody)



# Social Markers

- Eye contact
- Social language (conversation)
- Social smiling
- Inappropriate questions
- Shared attention, shared pleasure
- Offering comfort
- Facial expression (giving & getting)
- Initiating and engaging in social interaction
- Interest in and approach to others





# How do we integrate students?

- Natural connections
  - Classmates
  - Roommates
  - Student activities
- Contrived connections
  - Mentors
  - Social groups
  - On campus employment



# Student Activities

- Student groups
- Religious organizations
- Political organizations
- Performing arts



# Service Learning

- Community opportunities
- Campus jobs
- Tutoring & mentoring



# Resources



# Students on the Autism Spectrum: A Guide for College Personnel

Lorraine E. Wolf, Ph.D.,  
Jane Thierfeld Brown, Ed.D.,  
and Ruth Bork, Ms.Ed.

Foreword by  
Fred Volkmar  
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