

RESEARCHER SUMMARY FOR CROSSOVER SESSION

Side 1: About My Research

Instructions: Please provide the following information, keeping sections 1-5 to just a single side of a single page.

1. **Contact Information** (so people can contact you with questions or collaboration opportunities)
 - a. **Name:** Jodi Duke and Grace Francis
 - b. **Position, Department, Institution:** Assistant Professor of Special Education, Division of disAbility and Special Education Research, George Mason University
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 - e. **Mailing Address:** 4400 University Drive, MS: 1F2, Fairfax, VA 22030

2. **Research Focus** (what types of issues or questions generally drive your research?)
 - a. **Topical Areas of Focus:** We are examining: 1) supports, services, and resources for college students with Autism Spectrum Disorder (ASD), 2) the overall experiences of college students with ASD, and 3) the changing role of parents as their children enter higher education.
 - b. **Example Research Questions:** What is the efficacy of supports, services and resources for college students with ASD? What additional supports, services, would benefit college students with ASD? How do parents change from the role of advocates to the role of advisors as their children enter higher education?

3. **Data Sources** (include both private and publicly available sources used or considering for use)
 - a. **Qualitative:** Follow up (from survey) interviews with college students with ASD
 - b. **Quantitative:** Survey data from 42 college students with ASD
 - c. **Other/Mixed/Unique:**

4. **Resources / Products** (include anything related to your research others might find useful)
 - a. **Publications:** Francis, G.L., & Duke, J.M. (in press). *The college road trip: Supporting college success for students with autism*. Education and Training in Autism and Developmental Disabilities.
 - b. **Presentations:** Recent presentations at CEC and DADD (Division of CEC)
 - c. **Other (e.g., grants, websites, webinars, curricula):** Two other manuscripts in progress

5. **Challenges of Doing Research** (persistent or specific challenges you've encountered *doing* research)
 - a. **Consistent Challenges:** 1) Identifying additional students with ASD to complete survey and participate in follow-up interviews, 2) identifying funding for intervention research
 - b. **Unique/Specific Issues:** Funding for "Camp College"

<<<===== Room For Notes Below =====>>>

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Side 2: Application to Practice... How My Research Can Inform Practical “On-The-Ground” Work

Instructions: For each of the topics below, please **summarize relevant findings** from your research, **highlight key implications** for practice, and **make note of questions** for practitioners or administrators).

6. College Entry/Transition: (e.g., Summer Bridge, Admissions, Orientation, Working w/Parents)

Perceptions of the degree to which participants **felt prepared** for college after graduating from high school varied, ranging from feeling very prepared (26%) to very unprepared (13%).

Supports/strategies/resources that helped students feel prepared included:

- Explicit instruction in writing, note-taking, and time-management skills
- Assigning a college-amount of work in academically rigorous courses

Additional supports/strategies/resources that would have been helpful included:

- Guidance in whether or not to disclose disability
- Information on how to access accommodations and what options existed
- Explicit instruction in executive functioning, study and literacy (e.g., how to write research paper, cite references, read college textbook) skills
- How to figure out what classes to take in college
- How to email/contact/speak to a professor
- How to navigate the environment of college.
- Help with the actual [college] application process
- More information about out-of-state- colleges...and the strengths of particular colleges
- More information about student loans and FAFSA forms [federal student aid application]
- One respondent suggested high school staff “host College 101 workshops” to provide students this much-needed information.

7. Internship and Career Placement: (e.g., Identifying Opportunities, Interviewing, Professionalism)

- 8% of students identified job interviews as an area in which they need more support

8. Social Skills and Conduct: (e.g., Navigating Conduct Complaints, Investigations and Resolutions; Delivering Social Skills Training re: Roommates, Classmates, Dating)

- Students identified social interactions as one of the most challenging parts of college life; rated more challenging than academics. Supports findings by Swift (2012).
 - Specific issues mentioned included roommate relationships, interacting appropriately with professors,
- Students did not want direct instruction in social skills; they prefer social skills peer mentoring, networking opportunities,

9. Program Assessment: (e.g., Setting Goals, Integrating Data Collection, Demonstrating Effectiveness)

10. Guidance for Specific Personnel: (e.g., Residence Assistants, Orientation Leaders, Faculty)

- Several students suggested that the Office of Disability Services use a “more positive, approachable name [such as] the Learning Center” in order to “encourage students to seek help and resources from the office.”
- Suggestions for faculty included (a) teaching professors “to not treat disabled students like cheaters and demand medical records,” (b) providing “continuing education for professors to help spot students with learning disabilities,” (c) encouraging “professors to automatically email disability disclosure forms to each student at the beginning of the semester,” and (d) how to “be patient” with students with disabilities.

Additional Needs Identified:

- 28% of students identified need for mental health supports and services
- 16% of students identified need for time management supports and services
- 10% of students identified need for organizational supports and services