

<b>support name</b>	<b>specific examples</b>	<b>applicable topics/focus areas</b>	<b>definition</b>	<b>rational/purpose/value</b>	<b>example schools</b>	<b>relevant citations</b>
<b>academic accommodations</b>	note taking; test prep; extended time	academic	Academic accommodations are a wide area of supports that can be	Some characteristics of ASD can make learning or testing	DePaul, Kirkwood	Adreon pg 276, (lit review); VanBergeijk pg 1365 on testing
<b>academic coaching</b>		academic	Academic coaching often functions as a more specialized and involved	Meeting with an academic coach helps students with autism stay up to	"Coaching sessions will address current academic standing, course	Barkley pg 76, 80
<b>academic goal development</b>		academic	This involves creating measurable benchmarks for the student's academic	Measurable goals give students a concrete objective to work towards.	edinboro	Skinner pg 100; Getzel pg 211
<b>appointment trackers</b>		executive functioning, functional independence	These are programs, like calendars or planners, that hold appointments and	Sometimes people with ASD have trouble with executive	Bellevue	VanBergeijk pg 1364; Getzel 211-212
<b>assistive technology</b>	note taking programs, recording software, voice to type, etc.	academic	This is a wide umbrella of technology that can help the student	Often these supports help the student keep on track in a lesson or	Mercyhurst	VanBergeijk pg 1364; Getzel 211-212
<b>career prep/coaching/training</b>	internships; job shadowing; resume and cover letter counseling @	career	Career prep can include anything from on the job training and	Supports like these allow students to be more prepared for entering the career	Bellevue	VanBergeijk pg 1367; Brown & Broido pg 199; Getzel 213

<b>case management</b>		all	Case management is a holistic view of accommodations across campus and	This ensures that student are receiving all of the supports they need,	"Case management services create a systemic, cross-campus web of	
<b>classroom etiquette training</b>		social, academic	This involves teaching students the proper way to behave in the	A college classroom is different than a high school class. Things work	eastern university	
<b>counseling</b>		health/wellness	Counseling is a way to support students' emotional needs. Counselors help	Many people struggle with mental health issues, and that is	Fairleigh Dickinson	VanBergeijk pg 1366
<b>emergency representative or telephone line</b>	telly @ Nova	campus life	Some programs have an staff member available in case of emergency	It is possible that the student may experience something unusual	U Alabama, Kirkwood	
<b>faculty mentors</b>	at Indiana of Pennsylvania the faculty help with career development	academic, career	Faculty mentors function like a peer mentor in guiding the student through	Faculty mentors often help student through career development in	Faculty mentors help students by "support[ing] their career-specific	Brown & Borido pg200; Getzel 211
<b>help with university education plans</b>		academic	Some schools create plans like an IEP which outline the accommodations	These plans ensure that the student receives the accommodations	california state	

<b>housing accommodations</b>	residential support; single rooms; early move in	functional independence, campus life, health/wellness	Often students with autism prefer to live in single rooms with specific conditions. Autism support programs can work with the student and the residence life staff in order to cater to the individual's needs. It may require disclosure of the diagnosis in order to mandate accommodations.	Often students with autism prefer to live in single rooms with specific conditions, or other specific living situations. Social challenges, sensory issues, and many other factors contribute to this need. This may be useful in the initial transition to a new environment, as well as in the student's continued mental and emotional well-being insofar as social situations and environments are	eastern Illinois	Autism in Uni pg 1 kinda; sensory accommodations in Brown, Mynatt pg4
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<b>meal gatherings</b>	Asperger's lunch group at U Tenn.	social	The program participants gathers to eat meals together. This can either be a special event, such as a social, or a regular gathering in a dining hall.	It is often hard to find people to eat with, whether or not you have autism; this ensures students don't have to eat alone. This is also an opportunity to practice social etiquette and interactions in a more relaxed environment.	mercyhurst	
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<p><b>parent meetings</b></p>		<p>?</p>	<p>Some programs coordinate with parents and keep them informed as part of the program. Students with ASD often depend heavily on their parents, and their parents have a lot of influence on their children's lives; meeting with parents eases the transition to added independence for both parents and students.</p>	<p>Meeting with parents is important because they know their children better than anyone else and can often provide valuable insight. These meetings ensure that parents are informed about their student's progress. Furthermore, the parents of students with autism are often particularly invested in their success, and may want this additional information and involvement for their students' college plans.</p>	<p>bellevue</p>	<p>Eckes &amp; Ochoa pg 18; Brown &amp; Broido pg 198-199; Mitchell and Beresford pg 158</p>
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<p><b>peer mentoring/coach/tutor</b></p>	<p>live with students at Grand Valley state</p>	<p>academic, social, functional independence, executive functioning</p>	<p>Peer mentoring can be carried out in many ways. A peer mentor is a fellow student who has a designated role as a support person. Generally, they facilitate social interaction and can help teach social skills. They may fill other roles as well such as a tutor, confidant, etc. Peer mentors fill a special role as they act in a social capacity while addressing issues friends might not</p>	<p>The social environment of college is hard to navigate for a lot of people regardless of diagnosis. A peer mentor acts as a sort of social facilitator who can explain the "rules" of this new social environment. This student can help a peer on the spectrum deal with week-to-week tasks, facilitate social connections, and foster social skills.</p>	<p>"All Labyrinth students will initially be assigned a trained peer mentor to facilitate social understanding on the college campus. The two students will meet for a minimum of one hour weekly." ; Adelphi; eastern Illinois; eastern Michigan; Rutgers, Purchase</p>	<p>Barnhill; Supporting Students with Special Needs at University through Peer Mentoring; Adreon pg 277 (lit review); Getzel 211</p>
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<p><b>physical fitness program</b></p>		<p>health/wellness</p>	<p>The program and the student work together to design a plan that includes a schedule of exercises appropriate for the student. This would probably involve teaching the student what to expect in the gym, how to use various machines, and how to do certain exercises. It may involve the help of gym staff as well.</p>	<p>Often people with ASD have a lack of executive functioning skills which can affect how they maintain healthy activities. People with ASD may not realize how often or how much they should be exercising, and may not remember to exercise at all. Having a plan is helpful as it lays out exactly what should be done when. Learning how to fit this within an academic schedule, and in a way that improves overall well-being is important to students' personal</p>	<p>eastern Illinois</p>	
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<p><b>pre orientation program or specialized orientation</b></p>	<p>Gearing Up for Success at RIT</p>	<p>academic, social, functional independence, campus life, executive functioning</p>	<p>These programs serve to introduce the student to the campus and college life before classes begin and the rest of the student body arrives on campus. They are generally smaller and more specialized than traditional orientations.</p>	<p>They ease the transition from home to college, and they introduce the student to the college in a slower, more controlled way. This way the student can ease into college rather than diving in head first. Typical orientations tend to be overwhelming, busy and socially involved; this may also be less chaotic and overwhelming for individuals with sensory sensitivity or social challenges.</p>	<p>RIT; Loras; rutgers</p>	<p>Adreon pg 277 (lit review); Brown &amp; Broido pg 199; Mitchell and Beresford pg 161</p>
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<b>private study rooms</b>		academic	These are rooms dedicated to study time either for individuals or small groups. The programs often have their own rooms and libraries often have additional rooms available to all students. They come in various sizes and are often reservation-based, especially the rooms open to all	Having private study rooms allows the student dedicated to study time in a more controlled environment that is separated from other distractions including other people or sensory issues.	W Kentucky U	aspire project pg 36-37
<b>program outings/ events</b>		social	The support program gathers for social activities together. For example, the group might gather together to watch a movie or have a game night.	Socializing within the group helps the students build connections with their peers, and allows them to practice social skills in a more controlled environment.	Adelphi; eastern Illinois; eastern Michigan; RIT; Rutgers	Aspire project pg 36

<p><b>program seminar course</b></p>		<p>academic, social, functional independence, executive functioning</p>	<p>Many programs require students to take a course designed and run by the program. These courses are generally designed to teach the students what they need to know to be successful in college. "The curriculum is composed of a required 1-credit course taken each of the eight semesters that the Labyrinth student is enrolled at IUP. Course content will be dedicated to the skill sets necessary for building relationships, increasing</p>	<p>These courses cover skills not covered in a traditional classes. Often students with ASD get to college without a lot of the skills their peers have and this is where they learn them. Depending on the program these courses may cover everything from finance to hygiene to social skills.</p>	<p>"The curriculum is composed of a required 1-credit course taken each of the eight semesters that the Labyrinth student is enrolled at IUP. Course content will be dedicated to the skill sets necessary for building relationships, increasing independence, academic success, and professional and personal growth." -Labyrith; Austin Peay; Indiana of Pennsylvania; RIT</p>	<p>Gil pg 14 though about middle and high; on self determination skills Getzel 211</p>
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<p><b>psycho-educational groups</b></p>		<p>health/wellness</p>	<p>This is a type of group therapy or counseling which educates people about their disorder and teaches them coping strategies.</p>	<p>Educating people about their disorder helps them to properly cope with any challenges they may have, and to understand what they are going through better. These programs can teach people to avoid potentially stressful situations, and how to act if they find themselves in a negative situation.</p>	<p>nova Southern</p>	<p>VanBergeijk pg 1365</p>
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<b>skills classes/meetings/trainings</b>	communication skills at eastern; functional independence classes; social skills classes	functional independence, health/wellness, social	Often support programs have classes or workshops to teach students skills that they may be lacking. Some areas that students with autism struggle with, and are often covered in these classes, are social skills, self advocacy, and functional independence. These skills can be taught within a program seminar course or in a less formal context within the program	Many people with autism arrive at college with different skill levels than their peers particularly social skills and other independent living skills necessary for a successful college experience. The skills taught in these classes can range anywhere from doing laundry, to paying bills, to interacting with peers.	defiance; Oakland; Adelphi; Eastern Illinois; california state; depaul	video modeling: Mason; social skills:Aspire project pg 36; Gil pg14 about middle and high
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<p><b>social skills support group</b></p>	<p>Asperger's lunch group at U Tenn.; Autism Spectrum Support Group</p>	<p>social</p>	<p>These groups help students address social challenges and issues with the help of their peers and/or program personnel.</p>	<p>These groups allow students to bond and practice their social skills within the group. This helps establish a social support network and it reinforces social skills.</p>	<p>"There are twice weekly open social groups in the evenings where students hang out and play videogames, watch YouTubes, play board games, or karaoke. There are weekly Men's group, and Women's group meetings. there is a weekly "Mindfulness" group. There is a weekly "Health and Wellness" group. There is a weekly "Community Service" group. Friday night is "Movie Night",. We show a movie in our office. Saturday morning is</p>	<p>Barnhill; Aspire project pg 36; VanBergeijk pg 1365</p>
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<p><b>specialized advising and schedule planning</b></p>		<p>academic</p>	<p>Program staff, or advisors with special training, give students advisement with their specific needs in mind. Advising usually entails helping students pick classes or courses of study and making sure students meet academic requirements. Some of the programs have opportunities for a special degree program, and in that case the advisor is knowledgeable about the special requirements of that program and how to help the student succeed in it</p>	<p>People with ASD often have special interests and specific needs that should be considered when picking classes. As these needs are outside the norms it is helpful to have advisors that know about the challenges of ASD and any sort of relevant accommodations.</p>	<p>harper college; bellevue</p>	<p>Getzel pg 211 on self-management</p>
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<p><b>specialized campus tour</b></p>		<p>academic, campus life, functional independence</p>	<p>The student is shown around campus highlighting places that are important to them, such as their classrooms, the cafeteria, libraries, etc.</p>	<p>It can be scary and confusing to arrive on campus and be expected to find all of your classes and other important locations on your own. A specialized campus tour removes a lot of that stress as it introduces the student to important places they should know about before they ever have to be there. Furthermore, it may also be less overwhelming than a full orientation.</p>	<p>eastern Illinois</p>	<p>Mitchell and Beresford pg 161</p>
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<b>student organization</b>		social	Students joined together to form their own student organization at the school. This is like any club or organization with RSO (Registered Student Organization) status.	This gives students their own say in the organization. Support programs are run by trained staff who know how to support the students, however the students may want to have more autonomy and control. These organizations allow students to organize themselves and make decisions for themselves so their voices are heard.	Kent state	Getzel pg 211
<b>study groups</b>		academic	Students that are studying the same or similar subjects gather and study together.	Students are able to help each other, and/or to receive help from program personnel. This is helpful as it helps build connections between students, encourages students to study, and fosters academic success.	california state	

<p><b>study time/ table</b></p>	<p>can be like a study group; weekly two hour sessions of individualized, hands-on academic support Fairleigh Dickinson</p>	<p>academic</p>	<p>This is an area or a time specifically devoted to studying. Usually, there is some sort of program supervision here to make sure students are using their time to study and provide help.</p>	<p>This may be particularly helpful for students who struggle to organize their schedules.</p>	<p>"Each Labyrinth student will attend four hours per week of supervised study in the Labyrinth Center. These sessions will be supervised by coaches and staff members in order to provide support related to good study habits and productive use of designated study time, with a focus on current and upcoming assignments, examinations, and projects."; Austin Peay: eastern</p>	
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<p><b>trained residential staff</b></p>		<p>campus life, health/wellbeing</p>	<p>These staff are trained about autism and what that can mean for the students in their hall.</p>	<p>It is important for residence life people to be educated about autism so they can better account for the needs of the student and react appropriately to any issues or</p>	<p>nova southeastern</p>	<p>VanBergeijk pg 1366</p>
<p><b>tutoring</b></p>		<p>academic</p>	<p>Tutoring involves help completing and understanding coursework. Usually this is done by someone with lots of experience in that discipline. This can happen in an individual or group setting.</p>	<p>College classes are challenging for people with and without ASD; tutoring can benefit anyone who needs extra help in their coursework.</p>	<p>austin peay</p>	<p>Kurth &amp; Mellard table 5 mentions it pg 79</p>

<p><b>weekly meetings</b></p>		<p>academic, social, functional independence, executive functioning</p>	<p>Generally these meetings are a way to check in with the student and answer any questions they might have. Sometimes skill training happens, but shorter meetings are there to make sure the student is on track with their goals and they aren't having any issues.</p>	<p>it is important to frequently touch base to make sure everything is on track. Personal contact has more clarity and more efficiency in problem solving than digital communication. This is helpful in reaching academic goals and maintain student success.</p>	<p>Manhattanville; depaul; Oakland</p>	<p>self-management/self-determination Getzel pg 210-211</p>
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