

by Nicole "Niki" Blackwell
Indiana University -
Bloomington

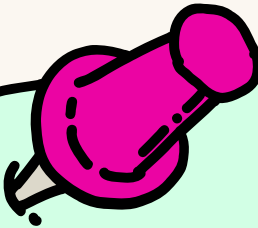


A Rainbow of Possibilities:

Advising Students on the

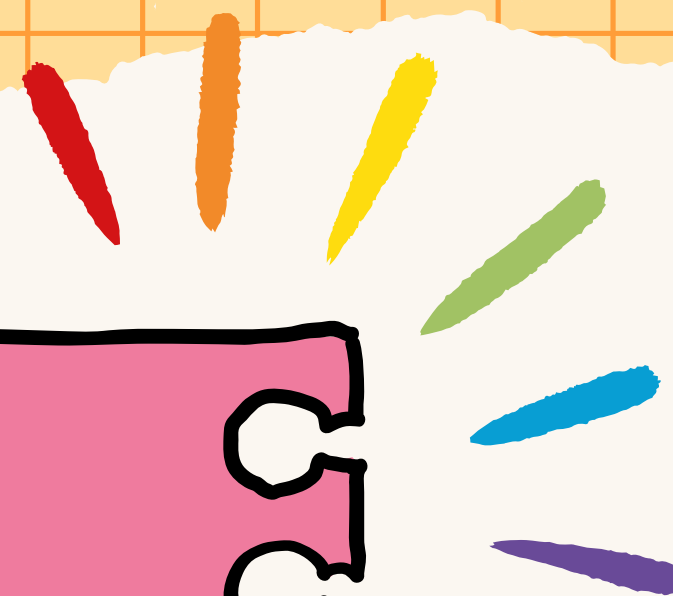
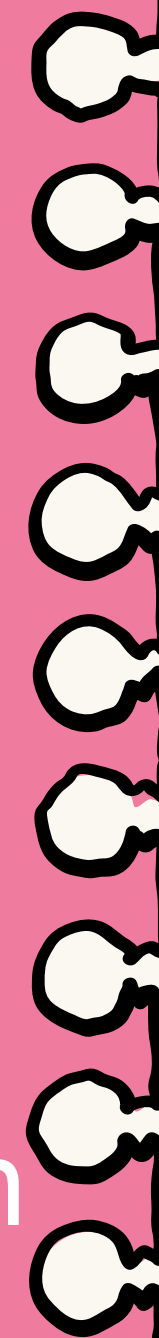
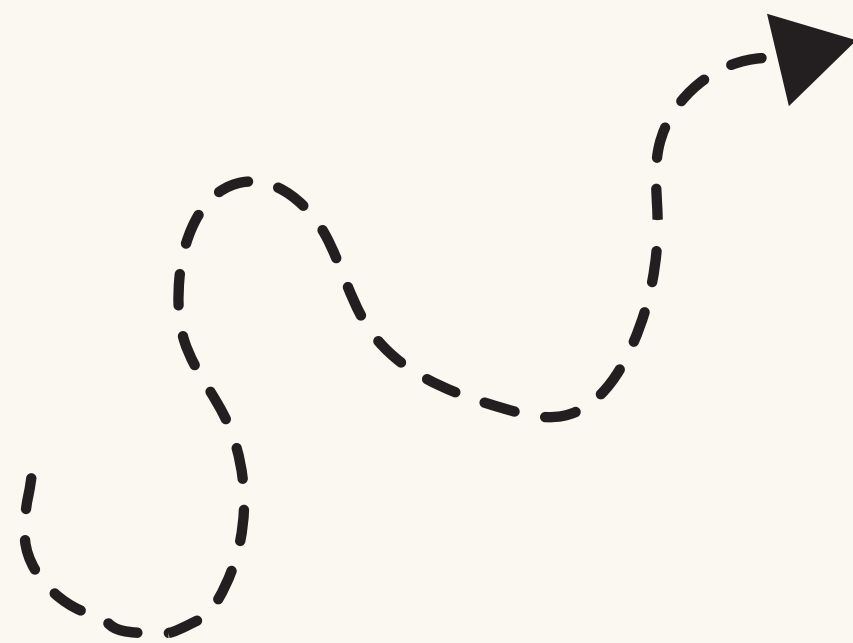
Autism Spectrum





Agenda:

1. What is Autism?
2. What Autism is not
3. Advising Best Practices
4. Group Brainstorm
5. Resources
6. Contact Information

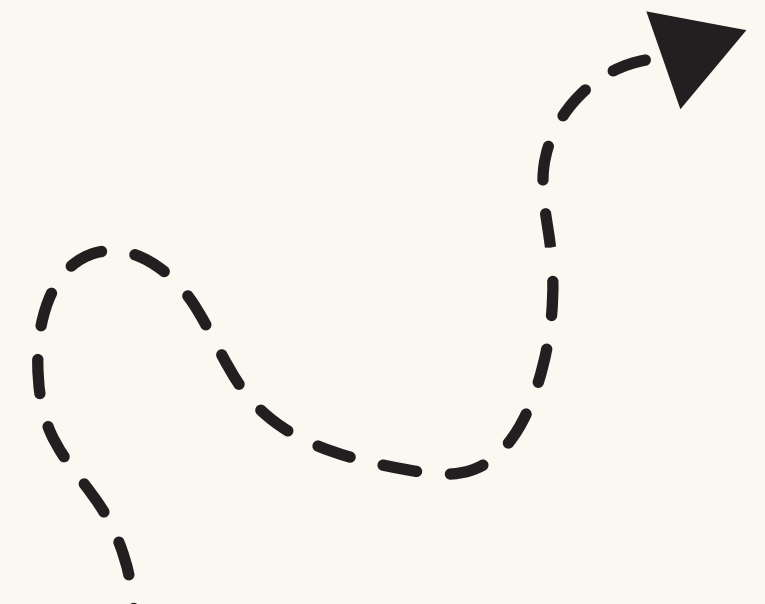



Hi there! I'm Simon!



**Nothing about
us without us.**

Autism Self Advocacy
Network

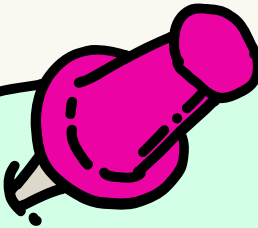




What is Autism?

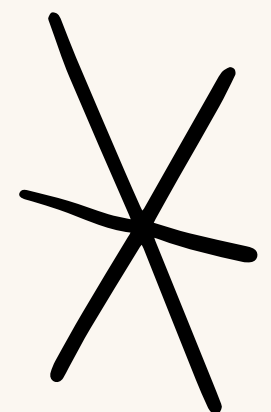
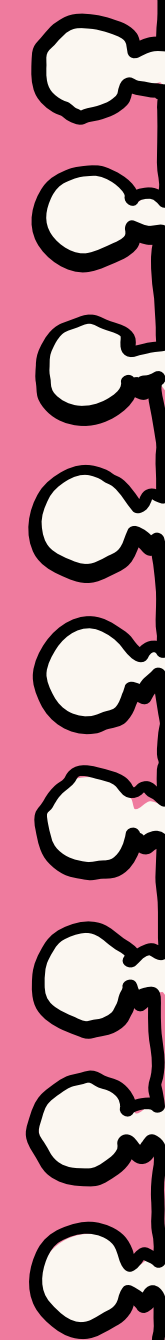
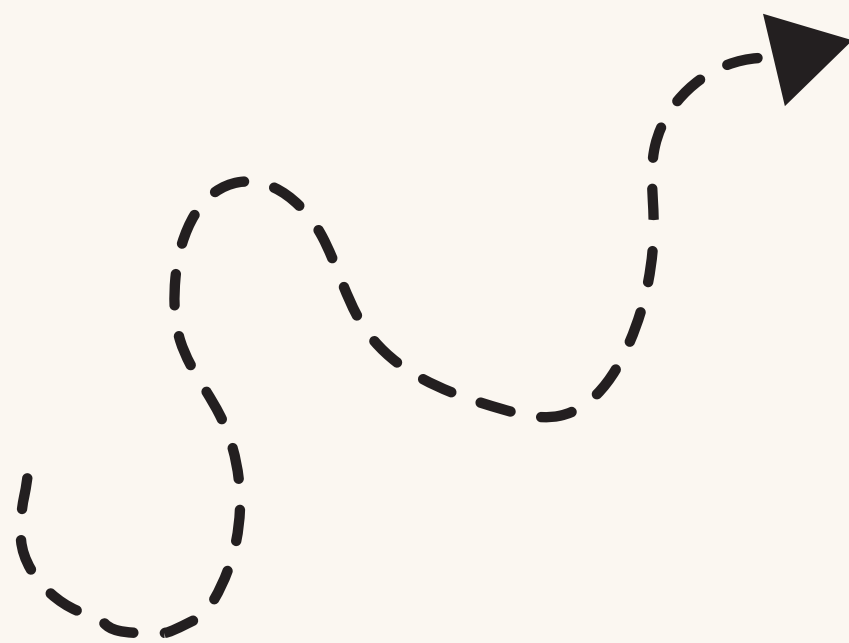
When you have met one person with Autism,
you have met one person with Autism.


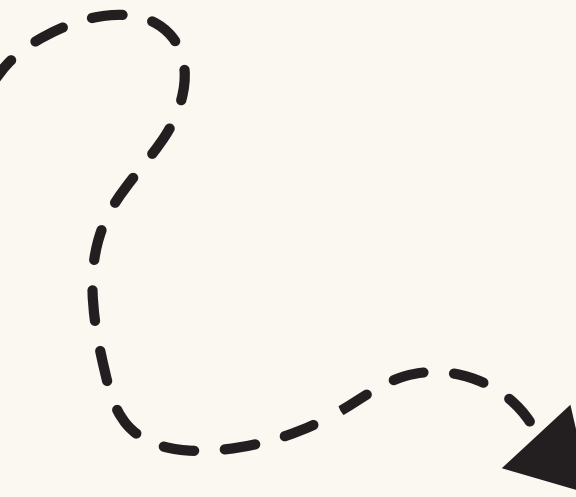
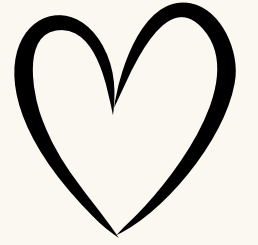




#OwnVoices

Neurological and developmental condition characterized by difficulties in social interaction and communication skills (Vormer, 2020, p. 3).





One in 36

Statistic from the CDC's Autism and Development Disabilities Monitoring (ADDM) Network (2020) in the U.S.

- “Underrecognizes women, trans people, Black and brown people, people in poverty, and those without screening and therapy opportunities” (Price, 2022, p.40).
- Often runs in families

In Canada, 1 to 2 per cent of the population is Autistic. Of about 40 million people, as many as 400,000 to 800,000 are on the spectrum.

What is Autism?

- Brief history
- Diagnostic criteria
- Common traits and behaviors
- Co-occurring conditions
- Emotional regulation and meltdowns



#ACTUALLYAUTISTIC

Autism term first introduced in 1911 as a symptom of schizophrenia by Eugen Bleuler. (Evans, 2013).

First introduced as a diagnosis in 1943 by Leo Kanner. Kanner called it “insistence on preservation of sameness” (Prizant & Fields-Meyers, 2022, p. 24).

“Autism comes from the Greek word for ‘self’” (Kotowicz, 2022, p. 6).

Diagnostic Criteria:

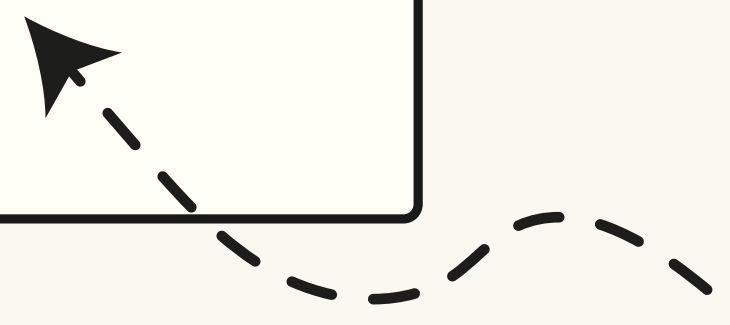
The American Psychiatric Association's Diagnostic and Statistical Manual, Fifth Edition (DSM-5) provides standardized criteria to help diagnose ASD.

- Restricted, repetitive patterns of behaviors, interests, or activities.
- Persistent deficits in social communication and social interaction.
- Symptoms cause clinically significant impairment in social, occupational, or other areas of important functioning.
- Symptoms must present from an early age.

**Level One:
Requires
Support**

**Level Two:
Requires
Moderate
Support**

**Level Three:
Requires
Substantial
Support**



Different traits of **AUTISM**

Think

- Concrete, Bottom-up, Associative, Analytical, Lateral

Process senses

- Visual, Auditory, Tactile, Olfactory, Gustatory

Temple Grandin's 3 types of thinkers

- Mathematical/Musical, Visual, Verbal

Move

- Repetitive Movements, "Stimming," Problems with Fine Motor Skills or Coordination (Vestibular), Proprioceptive (spinning or jumping)

Socialize

- Difficulty understanding societal social rules (i.e. idioms, homophones, sarcasm, nonspecific instructions, and inferences), discomfort with eye contact, concrete thinkers

Communicate

- Echolalia, Augmentative and Alternative Communication (AAC), may be non-speaking, lack of or difficulty understanding prosody, difficult to understand non-verbal communication and facial cues



Common Behaviors

"The fact of the matter is: Every. Single. Person (in the entire history of the universe, ever). Stims"
(Hayden, 2022, p. 49).



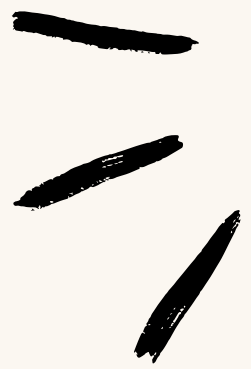
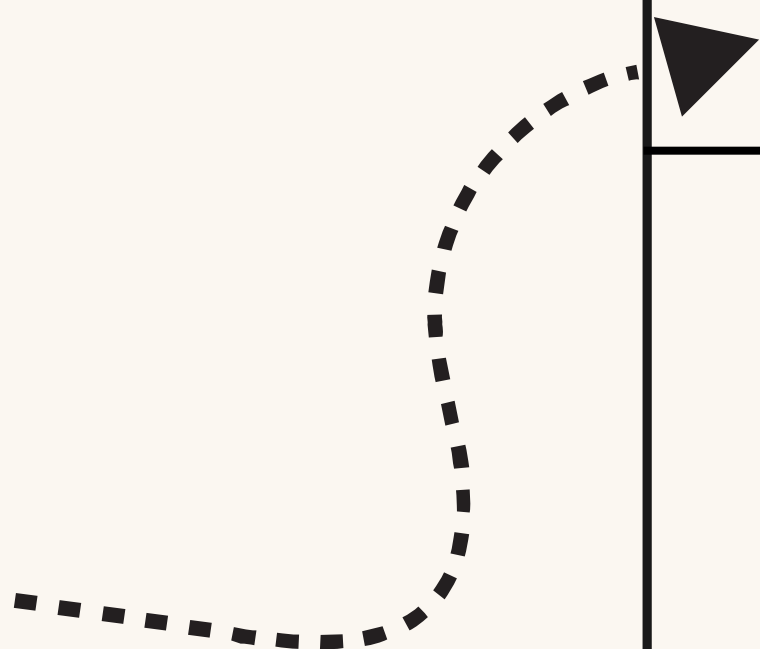
"Stimming"



Special Interests



Routines

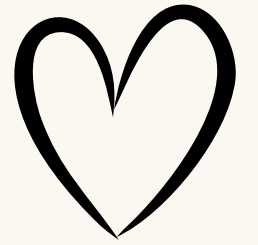
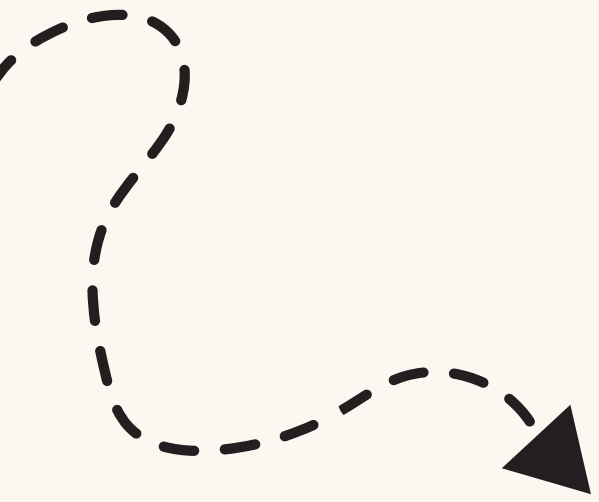




- Attention Deficit Hyperactivity Disorder (ADHD)
- Obsessive-Compulsive Disorder (OCD)
- Pathological Demand Avoidance (PDA)
- Rejection Sensitivity Dysphoria (RSD)
- Seizure Disorders
- Gastrointestinal Disorders
- Anxiety Disorders
- Clinical Depression
- Oppositional Defiant Disorder (ODD)
- Dyslexia
- Dysgraphia
- Dyscalculia

- Dyspraxia
- Alexithymia
- Selective or Situational Mutism
- Sensory Processing Disorder
- Executive Functioning Disorder
- Eating Disorders
- Bipolar Disorder
- Down Syndrome
- Visual Processing Disorder
- Intellectual disabilities and developmental delays
- Language delay or speech disorder
- Tourette Disorder
- Fragile X Syndrome
- Auditory Processing Disorder

****Non-exhaustive list****



Emotional Regulation

“People on the Autism Spectrum are unusually vulnerable to everyday emotional and physiological challenges, primarily due to underlying neurological differences in the way their brains’ wiring works” (Prizant, 2015, p. 18)

Meltdowns:



Meltdowns. Are. Not. Temper Tantrums!!

“Meltdowns are intense reactions to overwhelming situations” (Hayden, 2022, p. 56)

What happens?

“Your body loses its ability to regulate, comprehend, and process. We lose control of our minds, ...our bodies, ...reactions to situations” (Hayden, 2022, p. 56)

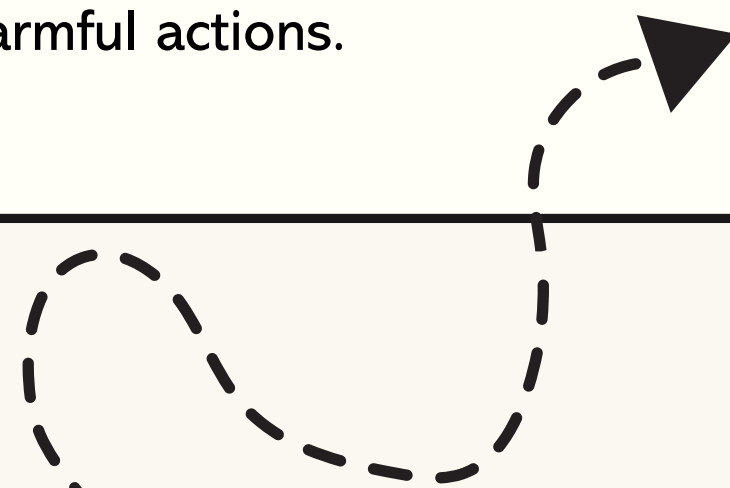
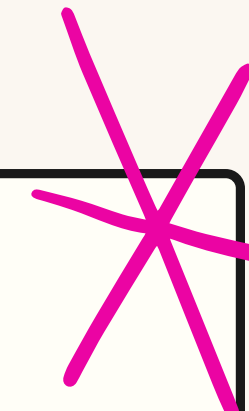
There can be screaming, crying, or self-harmful actions.

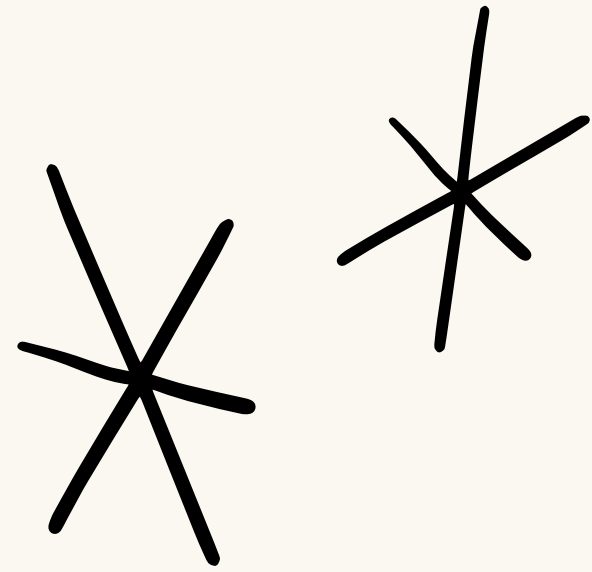
Signs of a coming meltdown...

- Increased irritability
- Increased stimming
- Change in voice
- Lack of communication
- Anxiety
- Freezing
- Loss of ability to focus
- Changes in body language

What to do...

Be empathetic and understanding, give them what they need, whether space, time, a break, etc.



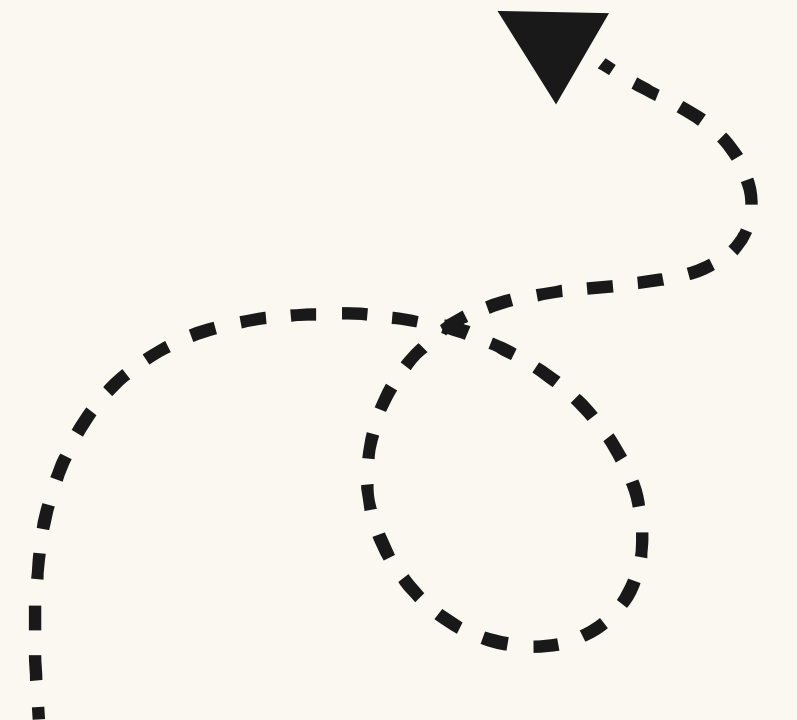


What Autism is not...



Myths and Stereotypes

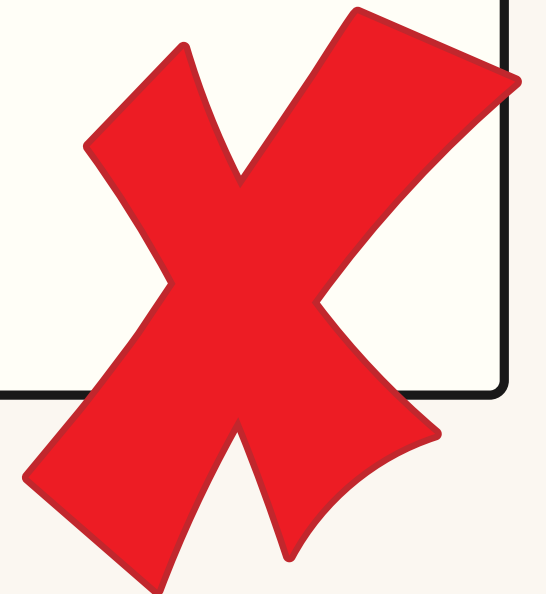
"Ah, don't worry - he'd rather be on his own."
- Naoki Higashida, from *The Reasons I Jump: The Inner Voice of a Thirteen-Year-Old with Autism*, Q13



Myths:

NO

- Autism is a disease or mental illness.
- Autism is caused by bad parenting.
- Vaccines cause Autism.
- There is an Autism epidemic.
- Only boys can be Autistic.
- Autism can be cured.

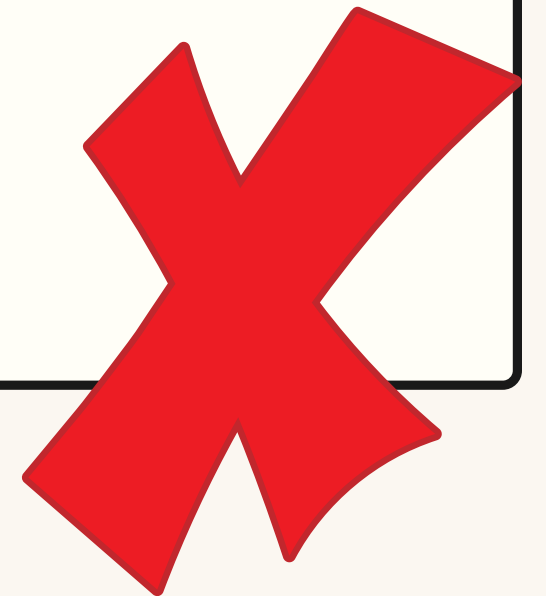


Stereotypes:

All Autistics...

NO

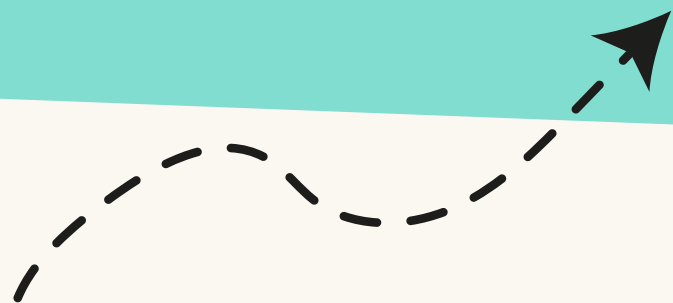
- Are savants.
- Are violent.
- Have intellectual or learning disabilities.
- Can't feel emotion.
- Can't speak.
- Can't do certain jobs and can't parent children.
- Can't have relationships.
- Aren't sensitive to the needs and emotions of the people around them.







Advising Best Practices:

"I longed for one person to see past what society told me I was, or what I never would be, and to see me as me (Hayden, 2022, p. 76)."



- 
- Autism statistics
 - Change the language you use
 - Advising meeting etiquette
- 

Autism

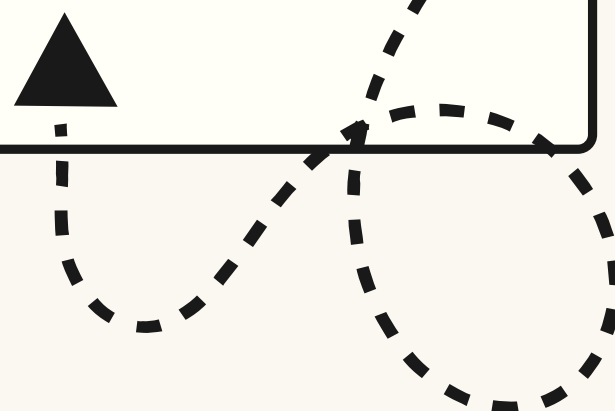
Statistics:

34% likely to attend a post-secondary institution

55.1% held employment in the first 6 years after high school

17% of students likely to attend a 4-year institution

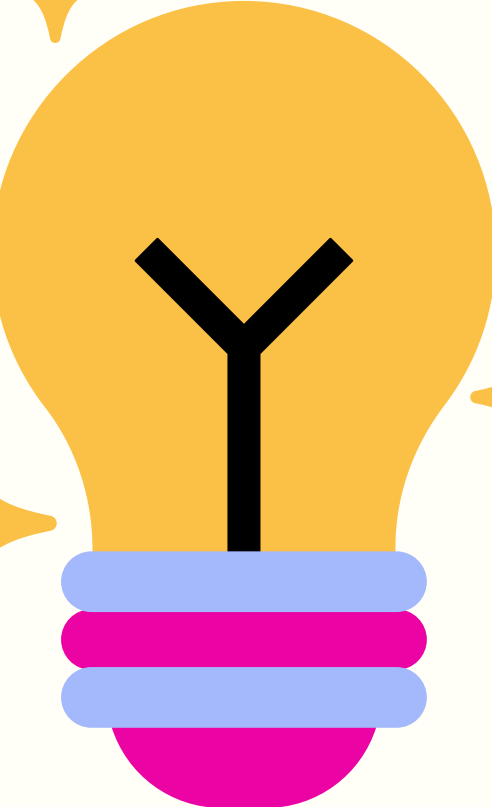
32% likely to attend a community college





Change the language

you use:



Autistic, Autistic person, on the spectrum

Is disabled, has a disability

Is Autistic

Has high support needs, has low support needs

Neurotypical (NT), Allistic, Non-Autistic

Masked Autism

NOT: Person with Autism

NOT: "Special Needs,"
"Handi-capabale,"
"Differently-abled,"
"Sped"

NOT: Identifies as Autistic

NOT: High-functioning or low-functioning

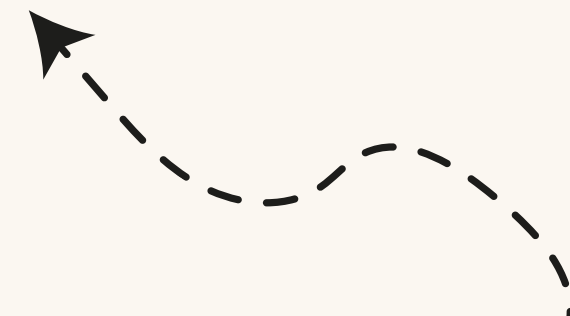
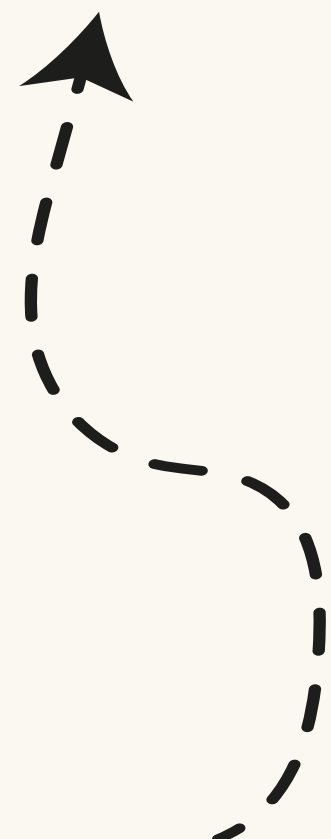
NOT: Normal

NOT: Female Autism, Asperger's, High-functioning Autism

Instead of saying this:	Say this:
spaz	silly, dorky, cheesy, non-sensical
crazy	intense, awesome, amazing, wild
lame	bad, awful, annoying
psychotic	dangerous, menacing, threatening
Autistic	annoying, foolish, strange
crippled	injured, hurt



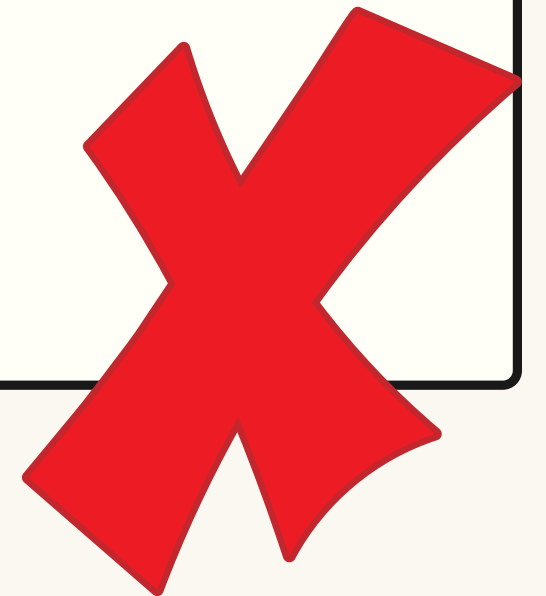
Stop using:	When you mean:
ADHD	distracted
OCD	organized
Autistic	strange
Depressed	sad
Anorexic	skinny
Traumatic	inconvenient
Bipolar	moody
Triggered	upset or offended



**Things you should
NEVER say...**

NO

- We're all a little Autistic.
- You don't look Autistic.
- You probably don't have many problems.
- You must be very high-functioning.
- I'm Autistic, too, sometimes.



Advising Meeting Best Practices:

Allow
stimming

Be patient

Create calm
spaces/Reduce
sensory/social
load

Discuss
directly/Explicit
instructions

Encourage
interests

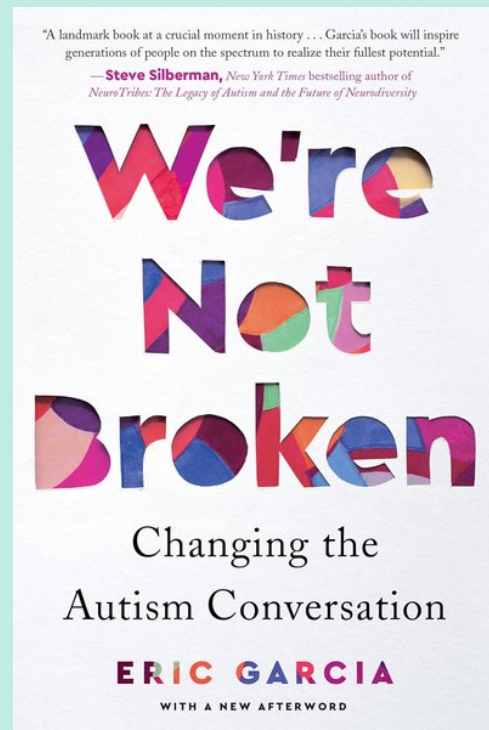
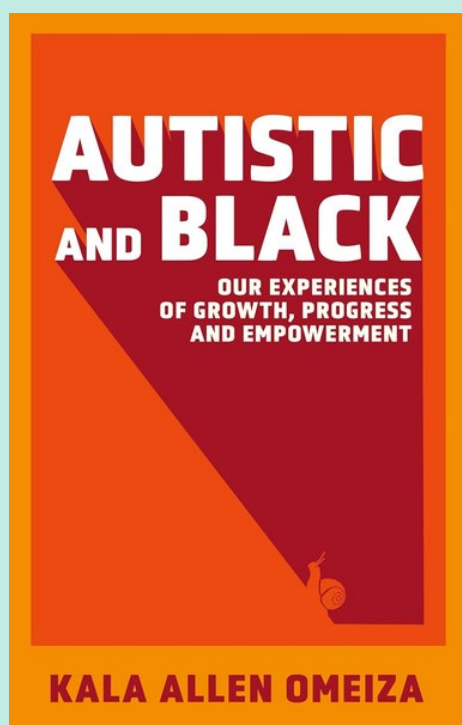
Embrace
awkwardness

Give
notice/Clear
expectations

Remember to...

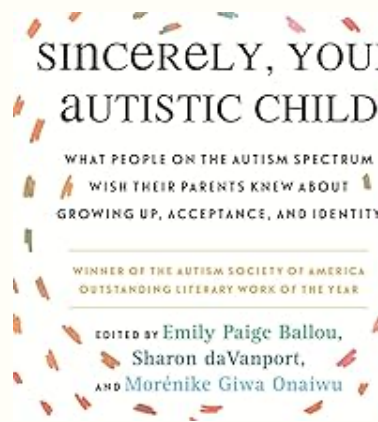
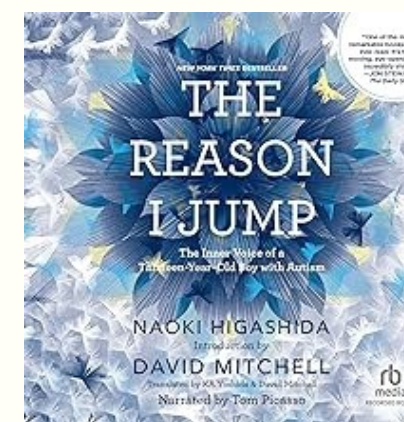
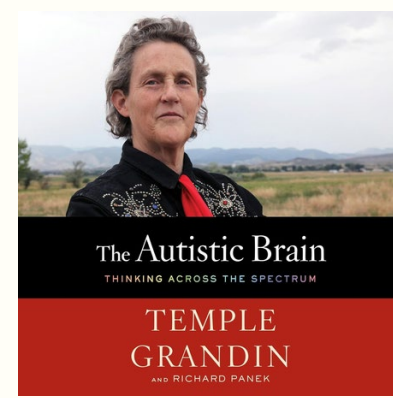
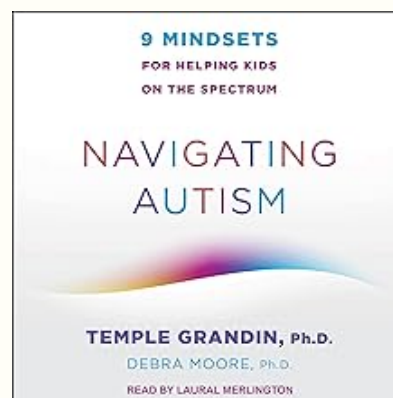
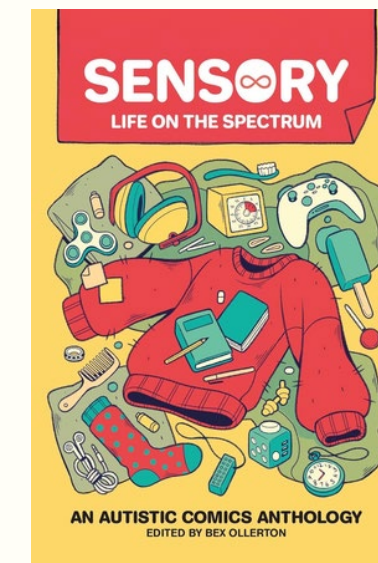
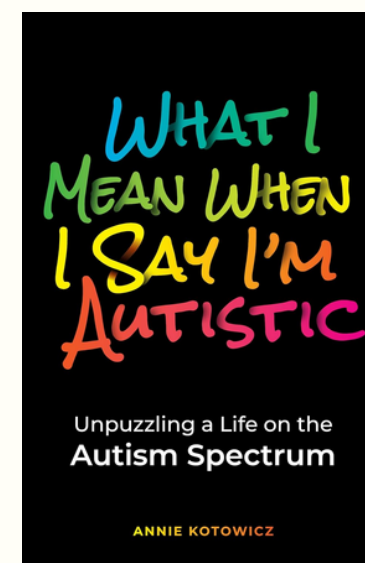
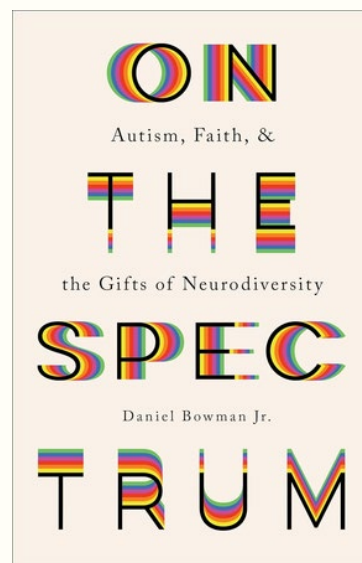
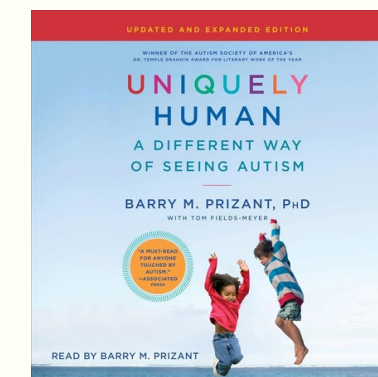
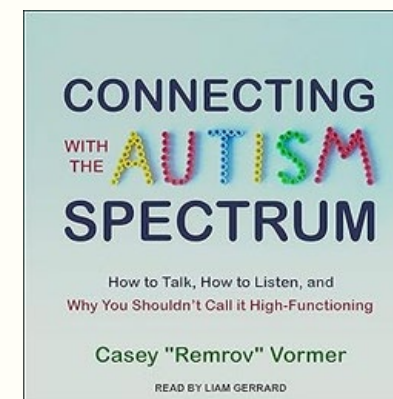
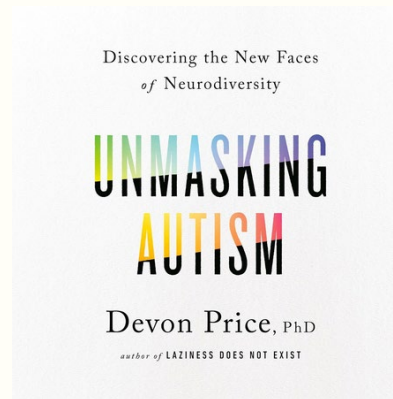
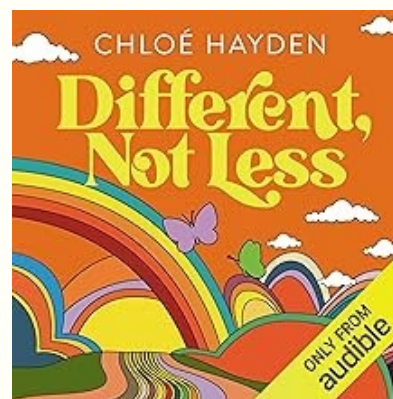
- Ask "why"
- Listen
- Build trust
- Strengths-based approach
- Focus on the whole person

Books that helped me (and there are more on the way)!



#OWNVOICES

#ACTUALLYAUTISTIC





Group Brainstorm



1. Break into groups of 3 – 4.

2. Identify two to three things that you can do when you return to your campus that can better help Autistic and neurodivergent students.

3. Share out those things you have identified, with one person in the group acting as spokesperson.

Resources:



Autism Organizations in the United States and Canada:

- Autism Self Advocacy Network: www.autisticadvocacy.org
- Autism Society of America: www.autism-society.org
- Autism National Committee: www.autcom.org
- Autism Research Institute: www.autism.com
- Global and Regional Asperger's Syndrome Partnership: www.GRASP.org
- Spectrum Theatre Ensemble: <https://www.stensemble.org/>
- The Miracle Project: www.themiracleproject.org
- Autistic Inclusive Meets (AIM): www.autisticinclusivemeets.org/aim-usa
- Autistics for Autistics Ontario (A4A): www.a4aontario.com
- Autistics United Canada: www.autisticsunitedca.org
- Autistic Women and Non-Binary Network (AWN): www.awnnetwork.org
- Nonspeaking CommUnity Consortium: de-de.facebook.com/groups/nonspeakingcommunity/

Resources:

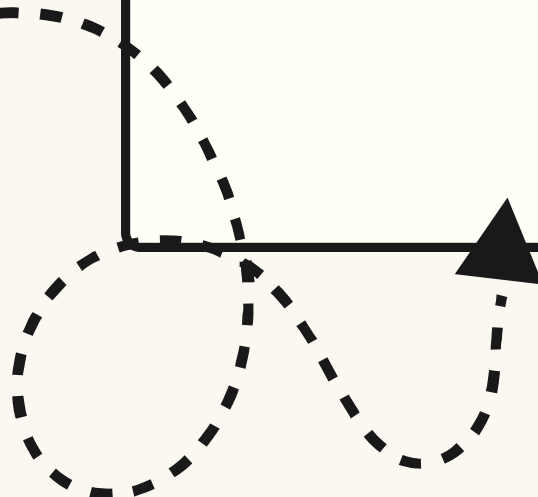


Autism Organizations in Australia:

- Amaze: www.amaze.org.au
- I CAN Network: www.icannetwork.online
- Yellow Ladybugs: www.yellowladybugs.com.au

Autism Organizations in Ireland/United Kingdom:

- As I Am: www.asiam.ie
- AUsome Training: www.ausometraining.com
- National Autistic Society: www.autism.org.uk



Resources:

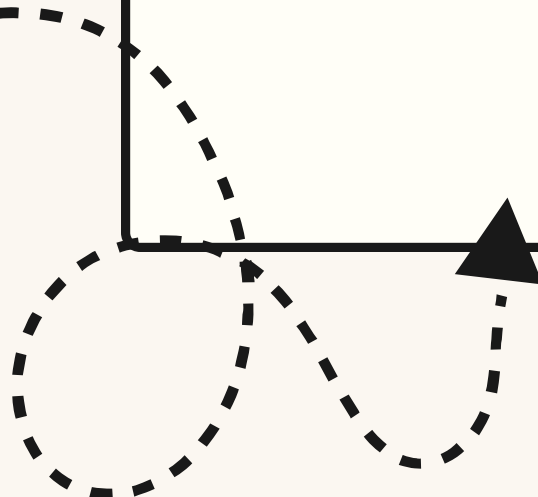


Colleges/Universities with Programs for those on the Spectrum:

- College Autism Spectrum: <https://collegeautismspectrum.com/collegeprograms/>
- American Autism Association: <https://www.myautism.org/informational-kits/college-programs-for-students-with-autism>
- Transition and Postsecondary Programs for Students with Intellectual Disability (TPSID): <https://thinkcollege.net/projects/national-coordinating-center/what-is-a-tpsid>

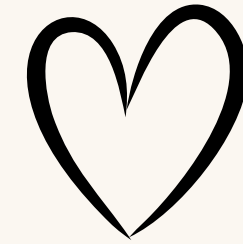
TED Talks on the Autism Spectrum:

https://www.ted.com/playlists/153/the_autism_spectrum

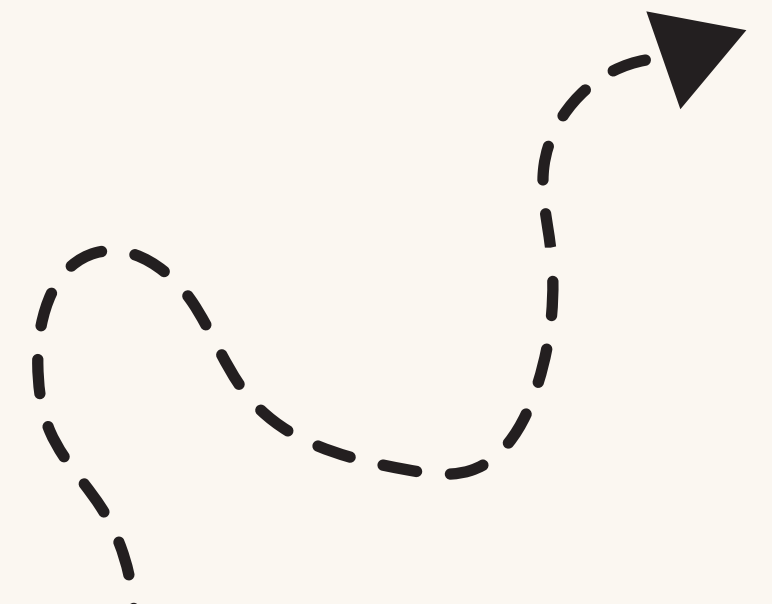




**Nicole "Niki"
Blackwell**



Academic Advisor
School of Public Health-
Bloomington
Indiana University
ncblackw@iu.edu





References:

Slide 5:

Vormer, C. (2020). *Connecting with the autism spectrum: How to talk, how to listen, and why you shouldn't call it high-functioning*. Rockridge Press.

Slide 6:

Hawthorne, K. (2024, January 15). *Autism in Canada: Stats, impact and resources* | *healthing.ca*. Healthing.ca. <https://www.healthing.ca/diseases-and-conditions/autism/autism-in-canada-stats-impact-and-resources>

Price, D. (2022). *Unmasking autism: Discovering the new faces of Neurodiversity*. Harmony Books.

Slide 7:

Evans, B. (2013). *How autism became autism*. *History of the Human Sciences*, 26(3), 3–31. <https://doi.org/10.1177/0952695113484320>

Kotowicz, A. (2022). *What I mean when I say I'm autistic: Unpuzzling a life on the autism spectrum*. Neurobeautiful.

Prizant, B. M., & Fields-Meyer, T. (2022). *Uniquely human: A different way of seeing autism*. Simon & Schuster Paperbacks.

Slide 8:

Centers for Disease Control and Prevention. (2024, May 15). *Clinical testing and diagnosis for autism spectrum disorder*. Centers for Disease Control and Prevention. <https://www.cdc.gov/autism/hcp/diagnosis/index.html>

Slide 9 and 10:

About autism. Autistic Self Advocacy Network. (2024). <https://autisticadvocacy.org/about-asan/about-autism/>.

Hayden, C. (2024). *Different, not less: A neurodivergent's guide to embracing your true self and finding your happily ever after*. Murdoch Books.

Vormer, C. (2020). *Connecting with the autism spectrum: How to talk, how to listen, and why you shouldn't call it high-functioning*. Rockridge Press.

Slide 11:

Coexisting conditions autism, Aspergers, ASD. *Autism Empowerment*. (2024, February 16). <https://www.autismempowerment.org/understanding-autism/co-existing-conditions/>.

Conditions that can occur with autism. Raising Children Network. (2022, October 26). <https://raisingchildren.net.au/autism/learning-about-autism/about-autism/conditions-that-occur-with-asd>.

Slide 12:

Prizant, B. M., & Fields-Meyer, T. (2022). *Uniquely human: A different way of seeing autism*. Simon & Schuster Paperbacks.

Slide 13:

Hayden, C. (2024). *Different, not less: A neurodivergent's guide to embracing your true self and finding your happily ever after*. Murdoch Books.



References:

Slide 14-16:

Cleveland Clinic. (2024, July 25). *Debunking 8 autism myths and Misconceptions*. <https://health.clevelandclinic.org/autism-myths-and-misconceptions>

Higashida, N., Yoshida, K., & Mitchell, D. (2021). *The reason I jump: The inner voice of a thirteen-year-old boy with autism*. Sceptre.

Slide 18:

Petcu, S. D., Zhang, D., & Li, Y.-F. (2021, November 11). *Students with autism spectrum disorders and their first-year college experiences*. International journal of environmental research and public health. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8622457/>

Shattuck, P. T., Narendorf, S. C., Cooper, B., Sterzing, P. R., Wagner, M., & Taylor, J. L. (2012a). *Postsecondary education and employment among youth with an autism spectrum disorder*. Pediatrics, 129(6), 1042–1049. <https://doi.org/10.1542/peds.2011-2864>.

Slide 19:

Price, D. (2022). *Unmasking autism: Discovering the new faces of Neurodiversity*. Harmony Books.

Vormer, C. (2020). *Connecting with the autism spectrum: How to talk, how to listen, and why you shouldn't call it high-functioning*. Rockridge Press.

Slide 20:

Hayden, C. (2024). *Different, not less: A neurodivergent's guide to embracing your true self and finding your happily ever after*. Murdoch Books.

Slide 21:

Vormer, C. (2020). *Connecting with the autism spectrum: How to talk, how to listen, and why you shouldn't call it high-functioning*. Rockridge Press.

Slide 22:

Grandin, T., & Moore, D. (2021). *Navigating autism: 9 mindsets for helping kids on the spectrum*. W.W. Norton & Company.

Hayden, C. (2024). *Different, not less: A neurodivergent's guide to embracing your true self and finding your happily ever after*. Murdoch Books.

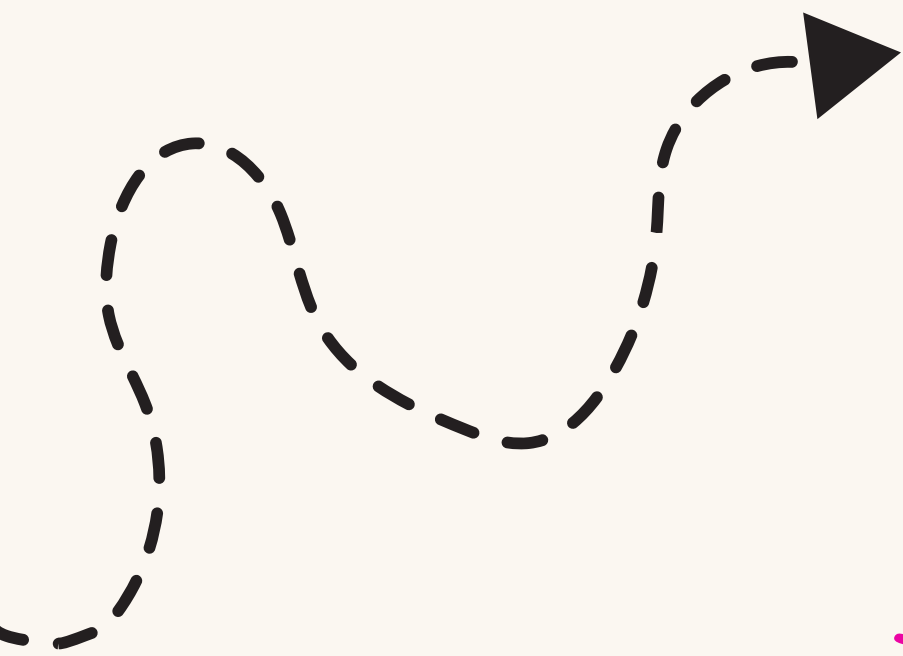
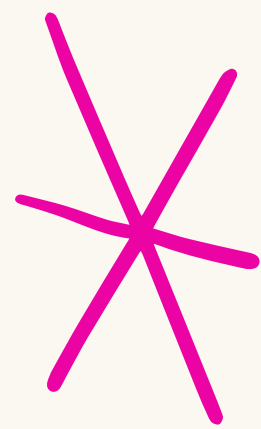
Price, D. (2022). *Unmasking autism: Discovering the new faces of Neurodiversity*. Harmony Books.

Prizant, B. M., & Fields-Meyer, T. (2022). *Uniquely human: A different way of seeing autism*. Simon & Schuster Paperbacks.

Vormer, C. (2020). *Connecting with the autism spectrum: How to talk, how to listen, and why you shouldn't call it high-functioning*. Rockridge Press.



Thank You!



WE NEED YOUR FEEDBACK!

Please give your valuable feedback to the presenter(s)!

- Access the session evaluation using this link:
<https://bit.ly/NACADASESSIONEVAL>
- Enter the corresponding Session ID; located in the app.
- Answer the questions and submit your evaluation!

