

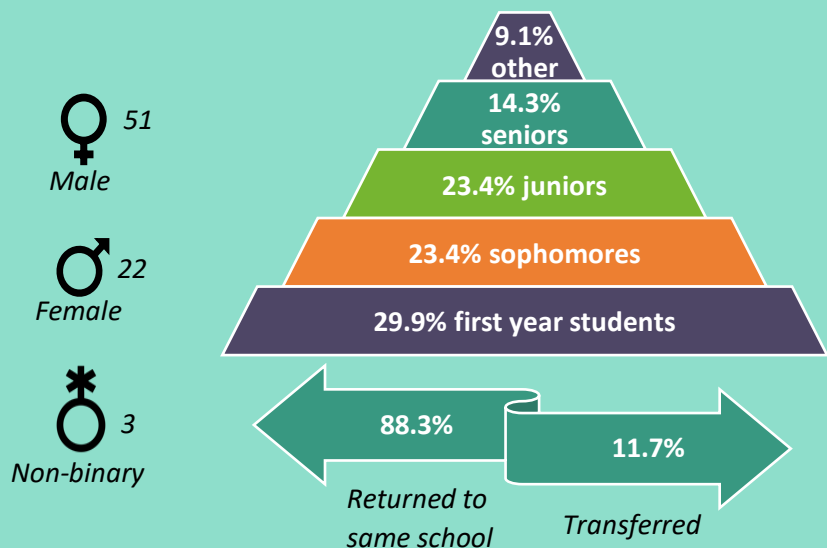
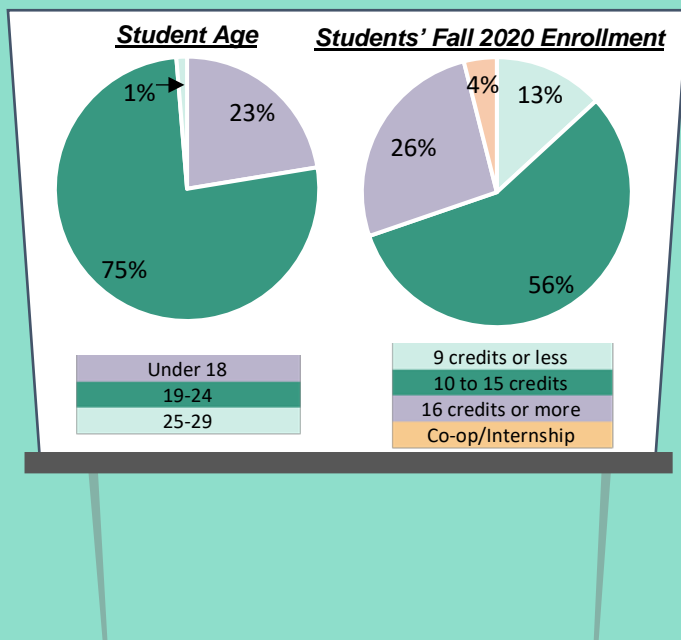
Supporting Autistic College Students through the COVID-19 PANDEMIC

THE ALLIANCE

Resources for Programs by Programs

The Alliance of Autism College to Employment Programs (aka The Alliance) is an association for research-minded practitioners dedicated to autistic college students' success and building inclusive campus communities.

The Alliance conducted a nationwide online survey study that assessed the anxiety levels, needs, and concerns of autistic undergraduate students regarding a variety of COVID-19 pandemic-related factors. This tip sheet explains the results and provides examples to help support students.



Survey respondents...

- 43% had a GPA of 3.6 or above
- 70% participated in an autistic support program
 - Of those, 35% preferred a combination of in-person and online support
- Resided at home:
 - 48.7% before COVID-19 restrictions
 - 47.4% during COVID-19 restrictions

Ethnicity

American Indian/Alaskan Native	1.3%
Asian	10.5%
Black	6.5%
Latinx	3.9%
White	85.5%
Other	2.6%



Alliance Steering Committee Members:

Laurie Ackles, Rochester Institute of Technology
 Amy Edwards, Drexel University
 Cherie Fishbaugh, West Chester University

Brian Freedman, University of Delaware
 Pam Lubbers, University of Delaware
 Sara Sanders Gardner, Bellevue College
 Jane Thierfeld Brown, College Autism Spectrum

For more information about the Alliance, email info@collegeautismspectrum.com

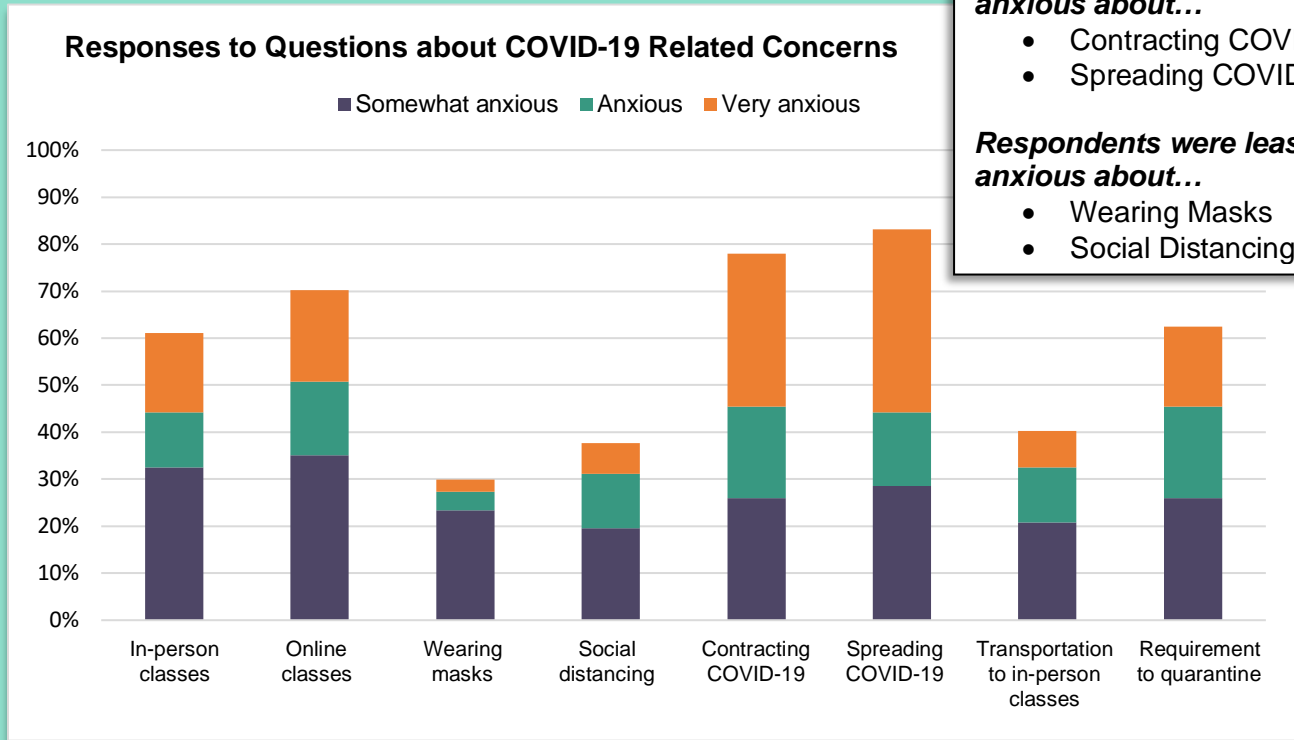
Research conducted by:

Jessica Monahan, PhD, University of Delaware
 Kelsey Baldwin, MA, University of Delaware
 Brealyn Garrison, University of Delaware

Suggested citation: Monahan, J., Ackles, L., Edwards, A., Fishbaugh, C., Freedman, B., Lubbers, P., Sanders Gardner, S., & Thierfeld Brown, J. (2020). Supporting Autistic College Students through the COVID-19 Pandemic. College Autism Spectrum.

Figure 1. Quantitative survey data. Respondents rated their level of anxiety for each of the eight factors using the following scale:

0=not anxious at all, 1=somewhat anxious, 2=anxious, 3=very anxious.



Respondents were most anxious about...

- Contracting COVID-19
- Spreading COVID-19

Respondents were least anxious about...

- Wearing Masks
- Social Distancing

Number of respondents who answered these survey questions ranged from 63 to 76

Figure 2. Qualitative survey data. Respondents answered three open-ended questions. The three most prevalent themes for each item are shown below.

What are some ways your support program or university can help you be successful (academically, socially, and emotionally) during the semester?

- Academic Support and Considerations
- General Support
- Social Support

What are some of the concerns you have about online classes?

- Attendance and Work Completion
- Logistics (how to access classes and learn online)
- Quality of Learning

What are some of the concerns you have about in person classes?

- Catching COVID-19
- Miscellaneous (uncertainty, hesitancy, general ambivalence, etc.)
- Others Not Following Safety Procedures

Alliance Steering Committee Members:

Laurie Ackles, Rochester Institute of Technology
 Amy Edwards, Drexel University
 Cherie Fishbaugh, West Chester University

Brian Freedman, University of Delaware
 Pam Lubbers, University of Delaware
 Sara Sanders Gardner, Bellevue College
 Jane Thierfeld Brown, College Autism Spectrum

For more information about the **Alliance**, please email info@collegeautismspectrum.com

Research conducted by:

Jessica Monahan, PhD, University of Delaware
 Kelsey Baldwin, MA, University of Delaware
 Brealyn Garrison, University of Delaware

Suggested citation: Monahan, J., Ackles, L., Edwards, A., Fishbaugh, C., Freedman, B., Lubbers, P., Sanders Gardner, S., & Thierfeld Brown, J. (2020). Supporting Autistic College Students through the COVID-19 Pandemic. College Autism Spectrum.

Tips and Suggestions

ACADEMIC SUPPORT

To Provide...

Support for Executive Functioning

Access to Staff

Tutoring Opportunities

Check-Ins

For...

Providing an easy way for the student and support person to plan the term, set academic and social goals, break down each course and integrate into a total plan for the term that includes all courses, and review progress as the term continues

Keeping lines of communication open, reaching a support person in case of urgent need, getting answers to questions that feel urgent, supporting access to other resources

Continuing access to tutoring services, encouraging use of existing academic supports, determining barriers that may exist, supporting student in scheduling and attending tutoring

Creating regularly scheduled virtual check-ins (individual or group) to ensure the student is on track, understands their weekly plan, has the opportunity to connect with others, and is working to build responsibility and interdependence

Use/Suggest...

- ✚ Planning apps, or processes
 - Google Docs, Sheets, Calendar
 - My Study Life
- ✚ Learning Management System (e.g., Blackboard, Canvas, etc.)
- Assignment trackers
- ✚ Goal setting
- ✚ Backwards planning

- ✚ Schedule appointments online
- ✚ Text message app
- ✚ Virtual office hours
- ✚ Support person available via chat during work hours
- ✚ Remote staff can utilize Google Voice in place of office phone to ensure staff are readily available to students by phone

- ✚ Academic support services
- ✚ Online tutoring
- ✚ Faculty office hours
- ✚ Teaching assistants/GA

- ✚ Virtual meeting platforms
- ✚ Breakout rooms for information sharing or teamwork
- ✚ Visual supports such as checklists, calendars, agendas, whiteboards, and applicable handouts

Alliance Steering Committee Members:

Laurie Ackles, Rochester Institute of Technology
Amy Edwards, Drexel University
Cherie Fishbaugh, West Chester University

Brian Freedman, University of Delaware
Pam Lubbers, University of Delaware
Sara Sanders Gardner, Bellevue College
Jane Thierfeld Brown, College Autism Spectrum

For more information about the *Alliance*, please email info@collegeautismspectrum.com

Research conducted by:

Jessica Monahan, PhD, University of Delaware
Kelsey Baldwin, MA, University of Delaware
Brealyn Garrison, University of Delaware

Suggested citation: Monahan, J., Ackles, L., Edwards, A., Fishbaugh, C., Freedman, B., Lubbers, P., Sanders Gardner, S., & Thierfeld Brown, J. (2020). Supporting Autistic College Students through the COVID-19 Pandemic. College Autism Spectrum.

Tips and Suggestions

WELLNESS AND HEALTH SUPPORT

To Provide...

Anxiety Management

Mental Breaks

COVID-19 Preparedness

For...

Helping students manage the anxiety that can hinder success

Encouraging technology and study breaks to help prevent feeling drained or overwhelmed

Providing reassurance, information, and resources about COVID and related institution safety plan

Use/Suggest...

- ✚ Mental health counseling
- ✚ Mindfulness (e.g., meditation, breathing, yoga, apps)
- ✚ Identify triggers and calming strategies
- ✚ Self-care routine (e.g., sleep, nutrition, movement)

- ✚ Activity (e.g., exercise, change of scenery, journaling, drawing)
- ✚ Schedules for breaks (e.g., focus keeper, Pomodoro focus timer)
- ✚ Social connection (e.g., call, talk, text, video chat)

- ✚ Institutions' online training re: COVID-19 precautions and trusted sources (e.g., CDC)
- ✚ Staying healthy (in light of COVID concerns) through discussion, workshops, information-sharing

SOCIAL SUPPORT

To Provide...

Virtual Engagement Events

Social Networks

For...

Staying connected and socially engaged

Staying active and connecting with peers who have similar interests

Use/Suggest...

- ✚ Gaming platforms (e.g., Kahoot, Jackbox, Scriblio, Xbox-live)
- ✚ Group chats (e.g., Group Me, Discord)
- ✚ Watch parties (e.g., Netflix, Disney+)

- ✚ Campus clubs/organization (e.g., interest, service, Greek life)
- ✚ Campus events and activities (e.g., campus life, residence life)
- ✚ Connections with academic groups and peers with similar majors (e.g., study groups, academic clubs)

Alliance Steering Committee Members:

Laurie Ackles, *Rochester Institute of Technology*
Amy Edwards, *Drexel University*
Cherie Fishbaugh, *West Chester University*

Brian Freedman, *University of Delaware*
Pam Lubbers, *University of Delaware*
Sara Sanders Gardner, *Bellevue College*
Jane Thierfeld Brown, *College Autism Spectrum*

For more information about the
Alliance, please email
info@collegeautismspectrum.com

Research conducted by:

Jessica Monahan, PhD, *University of Delaware*
Kelsey Baldwin, MA, *University of Delaware*
Brealyn Garrison, *University of Delaware*

Suggested citation: Monahan, J., Ackles, L., Edwards, A., Fishbaugh, C., Freedman, B., Lubbers, P., Sanders Gardner, S., & Thierfeld Brown, J. (2020). Supporting Autistic College Students through the COVID-19 Pandemic. *College Autism Spectrum*.