AUTISM TRAINING
and Technical Assistance Project

Timeline from High School to College

9th and 10th Grade

- Ensure student attendance and participation in IEP meetings practicing independence: self-advocate and articulate disability, strengths, and needs.
- Creation and use of time management system for assignments in class and outside of class activities.
- Negotiate directly with teachers any classroom accommodations to be utilized within the classroom: transitioning from resource, pull out, or special educational setting if appropriate.
- Identify student interests and relatable occupations.
- Establish a system for organizing and updating records, personal information including disability & health, and tracking job, school, and community involvement.
- Increased independence at home including managing academic load and free time.
- Involvement in school or community activities that match student interests.

11th and 12th Grade

- Work with guidance counselor to develop list of possible colleges with desired major.
- Begin online research and make campus visits. Consider: size, location, level of support needed, programs offered, cost, residential or commuter, SAT/ACT/BPA requirements, mental health and medical supports.
- Finalize transition IEP with student as self-advocate for all related services.
- All records are updated and organized personal information including disability & health, and tracking job, school, and community involvement.
- Consider asking for recommendations from teachers, counselors, employers, coaches, etc.
- Practice interviewing skills.
- Apply to college.

Admission Process

- Family meets with school counselor to formulate appropriate schools. Consider: size, location, level of support needed, programs offered, cost, residential or commuter, SAT/ACT/BPA requirements, mental health and medical supports.
- Family refines the school choices and visits campuses including the accessibility or disability services department (may be under a different name)
- Application materials arrive: complete forms, requests for letters of recommendation, transcripts, and form for the personal essay.
- Complete application materials and submit by the deadline.
- Search for scholarships and financial aid.

Interviewing

- Consult the college counselor about the typical college interview and coach the student.
- Role play and rehearse in preparation of the interview.
- Prepare the script or narrative in advance of the interview- and stick to it as much as possible.

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- Consider discussing disclosure if there are unusual speech or interaction features that would stand out to the interviewer.
- Review dressing neatly and comfortably.
- Practice handshakes and eye contact.
- Reduce anxiety by arriving early or viewing the environment in advance.
- Inquire about alternative arrangements to a group interview (if one is required) and not appropriate given the student's abilities.

After Receiving Acceptance Letter

- Follow the procedure outlined in the letter for confirming acceptance and sending in deposit to hold a spot.
- Contact the Disability Services Office to:
  -formally register with them for accommodations during the school year.
  -arrange an intake appointment (all documentation should be organized and ready to send in advance & student is prepared to share about disability strengths and needs.
  -inquire about open houses.
  -inquire about housing recommendations.
  -inquire about any assistance needed during summer orientation including dorm accommodation or required activities.

After Attending Orientation

- Create new student resource list with relevant support providers both on and off campus (consider tutoring, barber, restaurants, grocery, ATMs, etc.)
- Visit the campus to walk schedule and locate pertinent offices (library, health service, accessibility, extra-curricular activities, tutoring).
- Get familiar with school email and online course management systems.
- Consider meeting with disability services in late August to set up a schedule, create a pre-semester checklist of professor contacts, purchasing books, etc.

Final Month prior to College Campus Life

- Make sure medications are current, working, and a refill plan is outlined.
- Get into a good sleep/wake cycle with an alarm clock for class time.
- Practice all daily living skills independently.
- Practice using a time management schedule, calendar, or planner.
- Use stress management scale to identify triggers and strategies.
- Shop for room and study essentials.
- Consider early contact with professors, obtaining an early syllabus, and purchase books – disability services can assist with this.
- Contact the residential department to look at your room arrangement if possible.
- Contact your new roommate if appropriate and establish basic preferences for living together: residential department and disability services can assist with this.