Behavior and Autism*
(*aka BIT, SOC, CARE & Title IX and Students with autism)

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IDENTITY
"WHEN A FLOWER DOESN'T BLOOM YOU FIX THE ENVIRONMENT IN WHICH IT GROWS, NOT THE FLOWER."
Alexander den Heijer

Let’s consider: Is the college prepared for the student? Instead of: Is the student prepared for college?
Laws you need to know
<table>
<thead>
<tr>
<th></th>
<th>IDEA</th>
<th>ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Law</td>
<td>Education, Entitlement</td>
<td>Civil rights statute, Eligibility</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Parent and school</td>
<td>Student</td>
</tr>
<tr>
<td>Ensures</td>
<td>Success</td>
<td>Equal Access</td>
</tr>
<tr>
<td>Services</td>
<td>Evaluation, remediation, special accommodations</td>
<td>Reasonable accommodations</td>
</tr>
<tr>
<td>Focus</td>
<td>Diagnostic label</td>
<td>Level of functional impairment</td>
</tr>
<tr>
<td>Disability</td>
<td>One of 13 categories</td>
<td>Impairment in major life activity</td>
</tr>
</tbody>
</table>
Is this different for students with autism?

• Laws regulations do not change BUT students understanding can be faulty:

  ➢ Unusual behaviors:
    ➢ Stalking
    ➢ Perseveration
    ➢ Communication

  ➢ Different understanding of unwritten rules (e.g. hidden curriculum)
We all have Behavior Teams

• Students of Concern
• Behavioral Intervention Team
• Care Team
• Comprised of administration and staff who are **generalists**
  • DOS
  • Counseling/Student Health
  • Res Life/Housing
  • Judicial Affairs
  • DSS (sometimes)
  • Police or public safety
Differing Views

• Works collaboratively with partners across campus to support students through whatever challenges they may be facing. We help students connect with the resources appropriate to their individual needs and consult with staff and faculty who are concerned about a student. (BC.edu)

• A student of concern is any student who is displaying behaviors or dealing with circumstances that may get in the way of his/her ability to be successful in the University environment. ... It might also include a student who is in need of other types of support, not linked to behavior or academics. (UW Tacoma)

• The purpose of this team is to provide a means for early intervention of at-risk students through collaboration with campus departments, faculty and staff. Students exhibiting behaviors that are of concern in relation to their personal, physical and emotional well-being should be referred to this team of professionals (CC in NY).
Risky and/or Disruptive Behaviors

• What constitutes disruption? Disruption, as applied to the academic setting, means behaviors that interfere with the right of other students to learn or of the instructors to teach.

• Examples include, but are not limited to:
  • Persistently speaking without being recognized
  • Personal insults
  • Interrupting
  • Distracting the class
  • Refusal to comply with directions
  • In extreme cases, physical threats, harassing behavior (adapted from SBCC.edu)
Student is not the only locus of change
Prepare Student but Also College

• Is there something about autism that draws students to attention?
• How to prepare generalists to be autism allies
• Are there interventions before it gets to conduct?
• How to make a fair assessment of what needs to happen to the student
Behavior Teams as Allies

• Understand autism
• Recognize behaviors that may present in context of autism
  • Settings
  • Triggers
• Recruit resources
• Prepare student for the process
Context: Overstimulation as a Trigger

• Sensory sensitivities
  • Lights & music
  • Beds & furniture
  • Residence hall noise & smells
  • Fire alarms/lock downs

• Behavior
  • Fight or flight
  • Shut down
Clear Behavioral Requirements

• Be explicit about standards and expectations
• Student & family need to understand rules and consequences
  • Different from high school
• Standards are not subject to accommodation
Conduct codes:

• We tell students what not to do…

• We do not tell student what they should do!
Example of Explicit Training

• Focus on clear expectations with suggested rules:
  
  • Asking someone on a date = maximum limit 3 times.
  • A person is not your girlfriend or boyfriend without their agreement
  • Always understand what is meant when someone says “hook-up”.
  • Following someone around campus because you like them is stalking
  • Before having sex with someone you both need to agree to it.
Training Campus Public Safety

• General Autism overview
• Conduct codes
• Stalking
• Personal safety
• Emergency procedures (fire drills, etc.)
Autism training & resources for law enforcement, emergency first responders, parents, educators, care providers & the autism community.
Example: Training Conduct Boards

- How to assess context & triggers to understand the behaviors
- Accommodate the Process
  - Use a trained advocate/"interpreter"
    (OCR Complaint No. 11062025 (2007))
  - Post notification on requesting accommodations on hearing letters
  - Everything in writing
- Clear and direct communication
- Consider teachable moments in sanctions
• DISABILITY NEVER
EXCUSES BEHAVIOR
Clear Communication

• “I am scheduling another appointment for us to meet…“

• Know and use the student conduct code “disrupting my class means…..”

• Create rules sheet: “you may ask 3 questions each class”

• Create social reminders, time lines

• BE SPECIFIC, concrete: “if you_____ then______”

• Don’t be afraid to impose: “You must shower every day”
Things to Remember

• Important to be clear and direct but also flexible
• Write things down to reinforce
• Reduce distractions in office and yourself
• When the student wont talk
  • Could be slow latency to respond
  • Could be confusion, or distraction
• Getting outside of the office is often helpful
• Consider brining in parent
Parents

• In order to ease them out, bring them in
• Demonstrate you “get” the student
• Develop a structure and set routines with the parents.
Conclusions

• Autistic students may be over represented in behavior team case loads
• Train generalists to assess problematic behavior in the context of autism
• Bring in outside experts
• Breaches of behavior are not excused
  • Train student
  • Train campus
• Be an ally
College Autism Spectrum 2021 Do Not Reproduce
### Social Behavior and Self-Management

**5-Point Scales for Adolescents and Adults**

This award-winning tool now expanded for adults!

**Scale to Rate Common Roommate Issues**

<table>
<thead>
<tr>
<th>Rating</th>
<th>I Feel...</th>
<th>You Will Be Able To Tell Because...</th>
<th>This Is What Would Probably Happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>I feel overwhelmed</td>
<td>You will notice me when I am overwhelmed</td>
<td>I will start to avoid activities with others</td>
</tr>
<tr>
<td>4</td>
<td>I feel uncomfortable</td>
<td>You will notice me when I am uncomfortable</td>
<td>I will start to avoid certain situations</td>
</tr>
<tr>
<td>3</td>
<td>I feel stressed</td>
<td>You will notice me when I am stressed</td>
<td>I will start to avoid certain people</td>
</tr>
<tr>
<td>2</td>
<td>I feel anxious</td>
<td>You will notice me when I am anxious</td>
<td>I will start to avoid certain places</td>
</tr>
<tr>
<td>1</td>
<td>I feel relaxed</td>
<td>You will notice me when I am relaxed</td>
<td>I will start to enjoy activities with others</td>
</tr>
</tbody>
</table>

**Scale to Monitor the Need for Support**

<table>
<thead>
<tr>
<th>Rating</th>
<th>I Feel...</th>
<th>You Will Be Able To Tell Because...</th>
<th>This Is The Level Of Support I Need!</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>I feel overwhelmed</td>
<td>You will notice me when I am overwhelmed</td>
<td>I need help with all aspects of my life</td>
</tr>
<tr>
<td>4</td>
<td>I feel uncomfortable</td>
<td>You will notice me when I am uncomfortable</td>
<td>I need help with some aspects of my life</td>
</tr>
<tr>
<td>3</td>
<td>I feel stressed</td>
<td>You will notice me when I am stressed</td>
<td>I need help with some aspects of my life</td>
</tr>
<tr>
<td>2</td>
<td>I feel anxious</td>
<td>You will notice me when I am anxious</td>
<td>I need help with some aspects of my life</td>
</tr>
<tr>
<td>1</td>
<td>I feel relaxed</td>
<td>You will notice me when I am relaxed</td>
<td>I need help with minimal aspects of my life</td>
</tr>
</tbody>
</table>

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Foreword by Stephen Shore, EdD
THANKS FOR COMING
Questions and Comments

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