



A look at non-academic accommodations for students who experience ASD and live in the residence hall: a research study at Oregon State University

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01.

What DAS saw happening...

With the increased rate of college students experiencing autism spectrum disorder (ASD) coupled with the first year live-on requirement at OSU, both University Housing and Disability Access Services (DAS) have seen increasing requests from students for an exemption or an accommodation related to living on campus for disability related reasons.

For students experiencing ASD the struggles of living in a shared on-campus living environment often do not dissipate over time. A quiet, low-stimulus environment (less noise, less interruptions, more direct control of the living space, etc.) are not just preferences, but rather something that is required in order to function appropriately.

In order for OSU to provide a more inclusive living experience, first-hand knowledge from students experiencing ASD on the OSU campus needed to be obtained.



ASD Students

Student participants self-identify; formal diagnosis is not required; current on-campus and/or first year; not required to register with DAS



Parents

Invited to participate after student consent is obtained



RA's

Invited to participate after student consent is obtained

02.

**What we
decided...**

“

...a three prong
approach should
capture it all...

”

03.

Process

Student method

One-on-one in-person interviews along with electronic and/or paper surveys at a minimum once per term.
Literature review

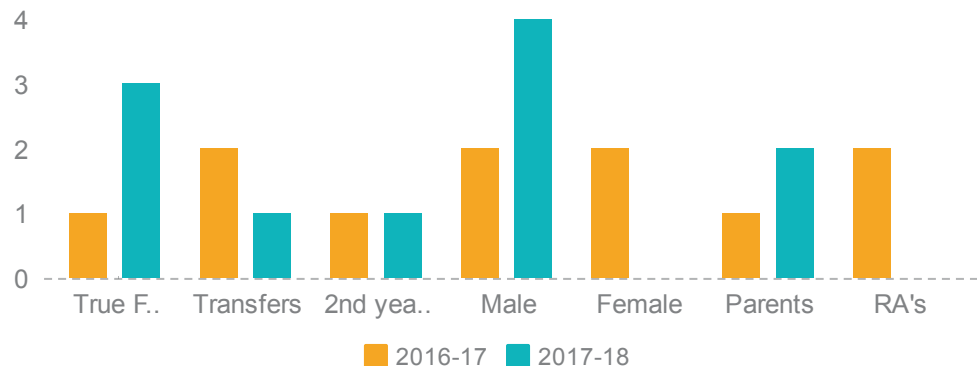
Parent method

Electronic and/or paper surveys once per term.
Literature review

RA method

In-person interview during Spring term.
Literature review

Participant Data 2016-18



03.

Themes

Students

- Clearer, more detailed information regarding rooms and options
- Single rooms
- Study in their own rooms or library is best
- All students understood the rules of the residence hall

Parents

- Early move-in is IMPORTANT
- Cleanliness of the room is important, needs meet the students' standards
- Have the specific room available for the student to see prior to move-in date

RA's

- Perceived as any other socially awkward student
- Wants to know how to better effectively communicate with students experiencing ASD

NEXT STEPS

University Housing

- Better visuals of rooms
- Options of seeing specific room assigned
- 24-hour quiet wings

DAS

- Earlier and clearer communication regarding housing
- Writing 1st draft of research findings
- Parent Orientation to address both general and specific concerns from family members

Note: As our reference list is too numerous to list, we are more than happy to provide this list separately.