

Preparing For and Living In a Brave New World

LaSalle/GTP Autism Conference
May 3, 2013

Eric R. Mitchell, Ph.D. Carol Moog, Ph.D.
ericmpsysc@yahoo.com focusmoog@aol.com

Today's Agenda

Workshop Description:

- Today's generation of autistic people at the precipice of transitioning into adulthood face great opportunity as well as great struggles ahead of them. This workshop will present grassroots personal and professional efforts to develop responsive educational/social programs that lead to quality transitions to college, work opportunities, entrepreneurship possibilities, and daily living/relationship success.

Objectives:

- Participants will understand the ingredients needed for innovative, cutting edge training and education that prepares for the transition to adulthood.
- Mobilize grassroots efforts to utilize the strengths of the ASD community and other stakeholders.
- Participants will understand how to develop financially sustainable models for business development and employment centered on the strengths of autistic people.
- Participants will learn about the services and supports available for successful transitions to higher education, work opportunities, adult living, and beyond.
- Participants will understand the needs and strengths that can be tracked for success beginning in early childhood through the lifespan of autistic people.

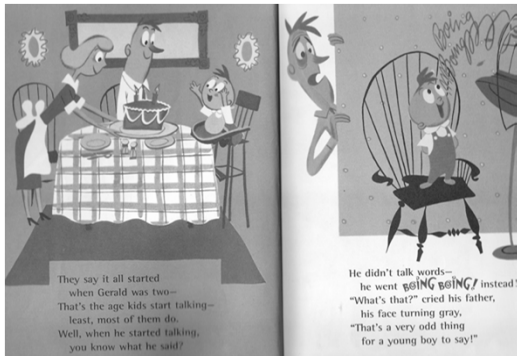
Iceberg Model



REPRESENTING...

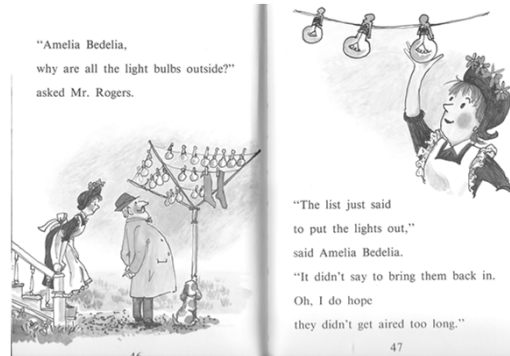
ASD in the Classic Children's Literature

■ Gerald McBoing Boing, by Dr. Seuss



ASD in the Classic Children's Literature

■ Amelia Bedelia, by Peggy Parish



NTs and Aspies/Auties

What Is NT?

Neurotypical syndrome is a neurobiological disorder characterized by preoccupation with social concerns, delusions of superiority, and obsession with conformity. Neurotypical individuals often assume that their experience of the world is either the only one, or the only correct one. NTs find it difficult to be alone. NTs are often intolerant of seemingly minor differences in others. When in groups NTs are socially and behaviorally rigid, and frequently insist upon the performance of dysfunctional, destructive, and even impossible rituals as a way of maintaining group identity. NTs find it difficult to communicate directly, and have a much higher incidence of lying as compared to persons on the autistic spectrum. NT is believed to be genetic in origin. Autopsies have shown the brain of the neurotypical is typically smaller than that of an autistic individual and may have overdeveloped areas related to social behavior.

* The Diagnostic and Statistical Manual of Normal Disorders: 666.00 Neurotypic Disorder

How Common Is It?

Tragically, as many as 9625 out of every 10,000 individuals may be neurotypical.

Are There Any Treatments For NT?

There is no known cure for Neurotypical Syndrome.

<http://isnt.autistics.org/>



Neurodiversity

Amanda Baggs

- Self-advocacy via internet
- Higher level of interaction with entire environment
- People may be seen as objects, but not necessarily less important as entire environment becomes important
- Blogging and social networking
- Second-life

Amanda Baggs, self-advoca

Carly Fleischmann

- "Technology has allowed me to communicate, learn social skills, implement relaxing techniques and played a crucial part in helping me how to spell. To me, technology is the key to unlocking autism."
- Facebook, Twitter and blogging

Carly on panel about technology and autism with



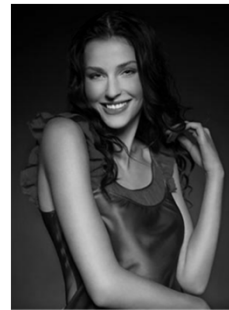
Autistics to Autistics



Here are some tips from 15 y/o Haley Moss, autistic:

1. **Seek help if you don't understand something:** People with autism spectrum disorders are often detail-oriented and miss the bigger picture, Haley said. Her mother would read English books with her and discuss the themes to help Haley see them more clearly. Haley recommends consulting parents, siblings, teachers and textbooks if you are stuck on something.
2. **Learn about trends to talk about them:** Haley's approach to popular culture is methodical and detached: learn about the trends to fit in, even if you don't like them. She saw all the "Twilight" movies on opening night even though she doesn't like the franchise much. She can recognize a popular Jonas Brothers song. Being up on the fads helps with socializing and avoiding ridicule, she said." In middle school, everyone just cares that you're like them, and if you're different, you get picked on," Haley said. "No one accepts different people."
3. **Trust your parents:** People with autism spectrum disorders tend to assume that everyone is trustworthy, and that can make them be easily manipulated, Haley writes. She recommends having a good relationship with your parents and entrusting them with your secrets instead of someone at school. Her parents help her with academic and social problems. Also, she looks to her mother to interpret classmates' comments that she didn't understand, instead of jumping to conclusions.

Heather Kuzmich America's Next Top Model



interview, "coming out"



interview, "advice"

Self-Advocacy



Alexis Wineman, 2012 Miss Montana

Parts Versus Whole

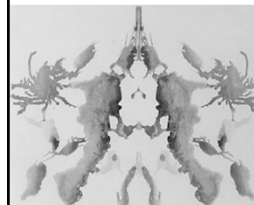
- Move: part => whole
- Eye gaze studies
- Social awareness
- Mozart and the whale



written by
Bon Bass

• Response focused on Pieces, not whole:

- Schmuck
- Geodes
- Plateau
- baby chickens
- Watercolors
- Trees
- swimming bovines
- Eels
- two green fish



Matt Friedman

www.dudeinanaspie.com

My name is Matt and I have Asperger's syndrome. What's that mean, you ask? Well, you're in luck, cause I've made this helpful guide!

Asperger's is part of the autism spectrum. It has many characteristics, but generally we have difficulty knowing what someone is thinking, explaining our thoughts verbally, and interacting socially with our peers. It is sometimes described as having "a dash of autism."

ASD Culture: Labels

Why I dislike "person first" language

Jim Sinclair

I am not a "person with autism." I am an autistic person. Why does this distinction matter to me?

- 1) Saying "person with autism" suggests that the autism can be separated from the person. But this is not the case. I can be separated from things that are not part of me, and I am still be the same person. I am usually a "person with a purple shirt," but I could also be a "person with a blue shirt" one day, and a "person with a yellow shirt" the next day, and I would still be the same person, because my clothing is not part of me. But autism is part of me. Autism is hard-wired into the ways my brain works. I am autistic because I cannot be separated from how my brain works.
- 2) Saying "person with autism" suggests that even if autism is part of the person, it isn't a very important part. Characteristics that are recognized as central to a person's identity are appropriately stated as adjectives, and may even be used as nouns to describe people: We talk about "male" and "female" people, and even about "men" and "women" and "boys" and "girls," not about "people with maleness" and "people with femaleness." We describe people's cultural and religious identifications in terms such as "Russian" or "Catholic," not as "person with Russianness" or "person with Catholicism." We describe important aspects of people's social roles in terms such as "parent" or "worker," not as "person with offspring" or "person who has a job." We describe important aspects of people's personalities in terms such as "generous" or "outraging," not as "person with generosity" or "person with extroversion." Yet autism goes deeper than culture and learned belief systems. It affects how we relate to others and how we find places in society. It even affects how we relate to our own bodies. If I did not have an autistic brain, the person that I am would not exist. I am autistic because autism is an essential feature of me as a person.
- 3) Saying "person with autism" suggests that autism is something bad--so bad that it isn't even consistent with being a person. Nobody objects to using adjectives to refer to characteristics of a person that are considered positive or neutral. We talk about left-handed people, not "people with left-handedness," and about athletic or musical people, not about "people with athleticism" or "people with musicality." We might call someone a "blue-eyed person" or a "person with blue eyes," and nobody objects to either descriptor. It is only when someone has decided that the characteristic being referred to is negative that suddenly people want to separate it from the person. I know that autism is not a terrible thing, and that it does not make me any less a person. If other people have trouble remembering that autism doesn't make me any less a person, then that's their problem, not mine. Let them find a way to remind themselves that I'm a person, without trying to define an essential feature of my personhood as something bad. I am autistic because I accept and value myself the way I am.

ASD in the Theatre

Love and Communication, by James J. Christy: marriage is slipping away and now the one thing that has united them - finding help for their son with autism - is driving them apart.

Autism, The Musical

Lucy, by Damien Atkins

Mary Ann Ehlschlager
Executive Director of DTC

HELPING TO REPRESENT

Evolving Neurotypicals?

Max is back on the team:

Parenthood, Over-reacting?

Penny's intro to Sheldon:

Penny gets it:

Advocating for Autistic People

- Joining with family members, and supporting family members and self-advocates who advocate for needs within the family among those who are less savvy with autism.
- Example: email to family members from sister of adult brother diagnosed with Asperger's (other family members would not support services, rejected diagnosis, and advocated for a "pull yourself up by your bootstraps" or "tough love" approach):


Perception:	Reality:
Stupid	He has an above average intelligence.
Lazy	He works hard at things he loves and get paralyzed by anxiety and stupefied by things that bore him.
Rude	He is having a righteous reaction to the fact that we are all abusive, inconsistent ***holes that bounce him around like a ball. None of us have good coping techniques to manage our own anger and pain. He is reflecting the behavior we model.
Immature	He is child-like and vulnerable because he is trusting.
Unmotivated	He is HIGHLY motivated--all he thinks about are his goals--he just doesn't know how to achieve them.
Forgetful	Sensory integration issues make it hard to focus on multiple data points. And difficulty with planning and long-term thinking make it hard for him to anticipate future needs, like needing a house key.

Training the Community

- Airport and Museum Accessibility initiatives w/ Dr. Wendy Ross
- <http://www.autismir.com>





Sports and Disabilities



- January, 2013: US Department of Education indicates that similarly with Title IX (gender equality), all students with disabilities must be provided with opportunities for extracurricular athletics, and that additional athletic programs must be created if existing programs don't meet the needs of students with disabilities, including clubs.
- According to a 2010 report from the Government Accountability Office, disabled students do not have equal opportunities to sports, a right that is protected by the Disabilities Act of 1973
- Education Secretary Arne Duncan: Sports provide: "invaluable lessons in discipline, selflessness, passion and courage, and this guidance will help schools ensure that students with disabilities have an equal opportunity to benefit from the life lessons they can learn on the playing field or on the court"

When Do I Tell My Kid About ASD?

- Identity formation
- As soon as they're ready
- The earlier the better
- Positive aspects, with difficulties like others
- Before depression and/or behavioral difficulties
- They may let you know
- Connecting with others




Parenthood, diagnosis, Autism Walk

Parenthood, diagnosis


When Do I Tell My Kid About ASD?

- Conversation between Siri and an 11-year-old boy who recently learned of his likely diagnosis of Asperger's
- Critical mass
- "coming out" to others
- Finding safe havens



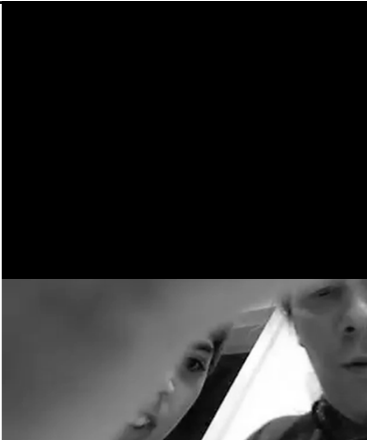
TOOLS FOR WORKING WITH SOCIAL ANXIETY

Comic Strips & Smartboard




The Power of Video

- Social skills
- Favorite movies and parsing out emotions, intent, interaction, etc.
- Self-awareness, vocals, non-verbals
- De-escalation
- Posting on internet
- Team collaboration



Conversation Training

- Introduction w/reason for approach
- "Safe" compliment
- Repeat x 3:
 - Question @ what they might like
 - Wait for response
 - Self-disclosure
- Wait for lack of response
- See-you-later w/reason for ending
- Additional interventions:
 - Videotape
 - Mentoring
 - Real-life Confederates
 - Eye contact, nod, and facial recognition/memory



Social Skills Toolbox

– Key Components

- Managing eye contact
- Understanding social cues
- Working with personal space in this culture
- Reading non-verbal information
- Taking in another's perspective
- Sharing the stage (Reciprocity)

– Most are aware of poor social skills and want to have relationships

The Gift of Time and Space

Simply offering time away from the situation (instead of critique or discussion) gives space for recovery, as depicted by this poem written after a student was able to take time away following a social meltdown:


My Sorrow

The crosswind blew, and the ship crashed.
 The passengers became unsteady, and not all of them made it.
 I was on a boat alone.
 On a life boat.
 I got home, apologized for my reckless driving, and returned to my conscience.


SUPPORTING TRANSITIONS THROUGH SOCIAL SKILL DEVELOPMENT

Preparing for Changes in Routine


Parenthood, Coaster, change in routine:




Parenthood, Halloween:



Parenthood, camping with Grandpa:



Parenthood, sleepover:



Improving Conversation Skills

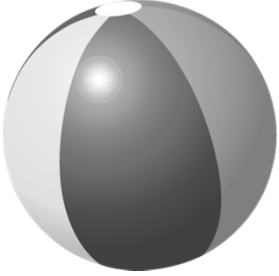
- Conversation “dance”
 - Topic Transitions
 - Implementing Conversations Skills

- Scene Starters
 - Strangers at Starbucks
 - Seat Partners
 - Dorm Doldrums
 - Destination Dilemma
 - Orientation Day

- Notice in self and in others:
 - Eye Contact
 - Body Posture
 - Voice
 - Mood/Emotion
 - Conversation Closing

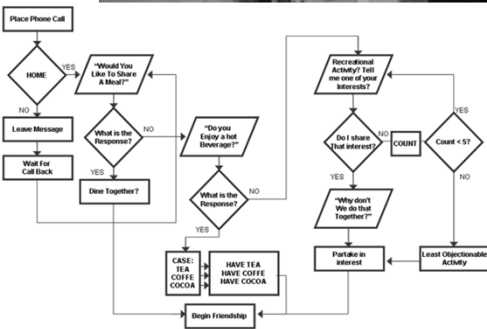
CONVERSATION RECIPROCITY


- Keep balloon in the air activity (fun/needs all)
- Yes But vs Yes And...: Pairs



The Friendship Algorithm

Should I laugh?







Social Skills

- ◆ Scripting
- ◆ Rehearsal
- ◆ Mentorship
- ◆ Shadowing


Moving food:



Parenthood, BSC: Shadowing




Social observations:




Social Skills and Picking Up Cues

Parenthood, Dad as social coach:




Sheldon's powerpoint:


Social Rejection



Incentives for social skills:



Payoff for social skills:



BUILDING RESILIENCE FOR HANDLING CRITICISM

Counter-Criticism Exercise

- ◆ Think of your best trait
- ◆ Think of your worst trait
- ◆ Use traits to introduce self at “cocktail party”
- ◆ Experience?

Creating Realistic Self-Perceptions: Personal Brand Identity

– **Self-Assessment Form**

- Questions became catalyst for trusting curiosity, honest feedback, and group support (what do you value/how do you see yourself/think others see you)

– **Personal Slogan**

- If you think of yourself as a brand what would your slogan be, one that characterizes you (share?)
 - Examples
 - “Know everything”
 - “Never quit”
 - “Whatever you are, be a good one”
 - “No regrets”

– **30 second commercial**

Develop a brief personal statement (aka 30 second commercial)

- Why?
 - Prepared answer to dreaded interview question: “Tell me about yourself”

Criticism as “Offer” to Accept

- ◆ Saying “yes” and noticing/enabling offerings (Yes, and...)
- ◆ “Criticism” as observation
- ◆ Difference between criticism and observation
 - ◆ Tone
 - ◆ Theory of mind

Theatre Activities

- ◆ Task analysis
- ◆ Music (ie, brushing teeth)
- ◆ Movement (ie, triangle puzzle... first have leader conduct nonverbally, then only verbal, then tell group to come up with a shape and make it)
- ◆ Roleplay (ie, blowing your nose)
- ◆ Empathy, turn-taking, social skills, FUN!!!

I didn't say she stole my money.

I didn't say she stole my money (but someone said it).

I DIDN'T say she stole my money (I definitely didn't say it).

I didn't say she stole my money (but I implied it).

I didn't say she stole my money (but someone stole it).

I didn't say she stole my money (but she did something with it).

I didn't say she stole my money (she stole someone else's).

I didn't say she stole my money (she stole something else).

FRAMING DIFFERENCE THROUGH DIVERSITY AND STRENGTH, NOT DIAGNOSIS

ASD and Culture


Mitchell's Cyclical/Contextual Model of Cultural Competence

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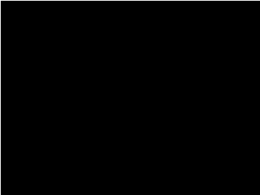
- Is ASD a:
 - A. Disorder?
 - B. Syndrome?
 - C. Condition?
 - D. Deficiency?
 - E. Difference?
- Rac-ism
- Sex-ism
- Aut-ism?

ASD Culture

- What is culture?
 - Language
 - Food
 - Common interests
 - Routines, etc.
- Critical mass
- Making connections
- Aspies
- Tech and computers
 - Podcasts
 - Websites
 - Discussion groups
 - Autreat, ASAN, etc.
- Between-group vs. within-group differences



Roy Richard Grinker: Unstrange Minds:





Scott & Ari: Autreat:

Neurodiversity

Meaghan Flemming Buck

Jon Dorfman





- ASD at Community College of Philadelphia rose from 3 to 25 from 2007-2011
- "Colleges are seeing more people with autism spectrum disorders, the kinds of people who, in the past, wouldn't have gone on to college," says Felicia Hurewitz, director of the Autism Support Program at Drexel University. "We have a lot of diversity. Neurodiversity is the newest."
- Accommodations: copies of lecture notes, extended time, quiet testing area, tech supports, peer mentoring, single rooms, group supports, open mics, academic/organization support
- AHEADD (Achieving in Higher Education with Autism/Developmental Disabilities)


ASD Strengths

- Lower degree of social self-consciousness
- Ability to focus on details
- Green Tree Talent Shows
- Logic and either/or thinking

Intel Commercial:



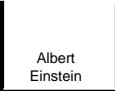
BBT: working on equation, Rocky



Strengths of Autistic People


Stephen Wiltshire

Temple Grandin




Albert Einstein

Bill Gates Deposition

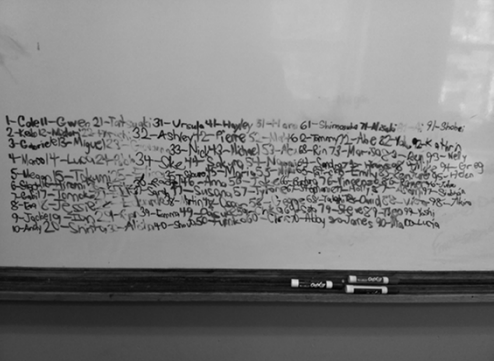


Bill Gates & Steve Jobs



Hyper-focus as a strength


Vast detail retrieved by client:



ACCOMMODATIONS FOR NON-PREFERRED EDUCATION AND WORK

Sensory Integration Issues

- Self-Regulation for students
- Lighting
- Proximal space
- Visual distractions
- Volume and chaos of classroom



Mercury... ambulance:

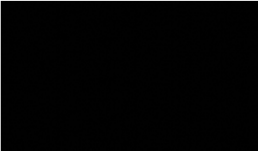
Implications of Learning Style

- Learning Style Assessment
- Extended Time
- Augment audio recordings with digital photos
- Acquire any visuals used in class
- Visual strategies
- Feng Shui for ASD (a la Grandin... sort of)
- Organizational/Study Strategies
 - Keyword/picture columns
 - Question/answer columns
 - Regular meetings with counselor/tutor/organizer
- Social groups based on common interests
- Other accommodations based on need

Assistive Technology

- Ann Dolloff, Pennsylvania Institute for Assistive Technology
- AT evaluations
- iPad and other devices
- Microsoft High School for the Future
- Wretches & Jabberers
- Loving Lampposts

Wretches & Jabberers, cafe:



Loving Lampposts
Clip: 3

Sharisa Kochmeister, autistic adult with a genius level IQ, and her father, Jay - I don't have a disease. I have a disability that causes unease.

TRT - 01:14:11

Loving Lampposts
Clip: 8

Autistic adult, Dora Raymaker, using a computer to speak, explains how autism affects her ability to communicate

TRT - 00:44:18

FACILITATING AND ENCOURAGING SOCIAL CONNECTIONS

WrongPlanet.net

The online network and community for autism and Asperger's.

Wrong Planet is the only community designed for individuals (and parents of those) with Autism, Asperger's Syndrome, PDDs, NDDs, and other neurological differences. We provide a safe space where members can communicate with each other in a safe, secure, and respectful way. We have a variety of forums, a blog, and a chat room. We are a place where people with autism and Asperger's Syndrome can find support, information, and a sense of community. People with Asperger's Syndrome are often referred to as "high functioning" or "autism spectrum disorder." People with Asperger's Syndrome are often referred to as "autism spectrum disorder." People with Asperger's Syndrome are often referred to as "autism spectrum disorder."

The Real Voices of Autism

Social Networking for the Autistic Community

Welcome Guest

This is The Real Voices of Autism, a social network for autistic and their neurodiversity movement allies. Why not check out what people are saying on the web!




David Savill, who has named himself Dave Sparrow in Second Life, has Asperger's syndrome.

Social Skills: Ryuu

- ◆ Rebecca Klaw and Joel Shaul

The Ryuu Card Role-Playing Game 龍



There are two versions of the Ryuu Card Role-Playing Game - Beginning and Advanced. Even the beginning level, however, is complex in what it requires of the players and what it requires of the adult. This game is for players who have become familiar with the strengths and challenges of the adult. This game is for players who have become familiar with the strengths and challenges of the adult. This game is for players who have become familiar with the strengths and challenges of the adult. This game is for players who have become familiar with the strengths and challenges of the adult.

WHAT IS BASED ON	WHAT IS BASED ON	WHAT IS BASED ON	WHAT IS BASED ON
THE RYUU	THE RYUU	THE RYUU	THE RYUU
THE RYUU	THE RYUU	THE RYUU	THE RYUU
THE RYUU	THE RYUU	THE RYUU	THE RYUU
THE RYUU	THE RYUU	THE RYUU	THE RYUU

RESOURCES FOR TRANSITIONS

Transition to Adulthood




- Two families struggle to care for their autistic adult sons, with Peter Gerhardt: <http://video.pbs.org/video/2074757213/>
- Influx of ASD adolescents into adult system, with half a million individuals with ASD coming of age from 2011 to 2023
- Graduation often means no services
- Organizations often won't take applications, and don't realize that ASD adults can be the best employees
- Unemployment for ASD adults estimated between 80-90%
- Over 123,000 people are on waiting lists nationwide for residential services for disabilities in 2011
- Parents defer to siblings to provide for ASD adults when they pass... not sustainable
- Staff turnover rate for those working with ASD adults: 50%/yr... change difficulty

Post-secondary options

- Day programs
- Work
- Trade-school
- College
- Online
- Paradigm shift!!

Name of School:	Date of Contact:
Curriculum	<input type="checkbox"/> Remedial <input type="checkbox"/> Honors <input type="checkbox"/> AP <input type="checkbox"/> IB
Faculty & Staff	<input type="checkbox"/> Faculty with staff support <input type="checkbox"/> Faculty with staff support <input type="checkbox"/> Faculty with staff support <input type="checkbox"/> Faculty with staff support
Facilities	<input type="checkbox"/> Quiet study areas <input type="checkbox"/> Quiet study areas <input type="checkbox"/> Quiet study areas <input type="checkbox"/> Quiet study areas
Support Services	<input type="checkbox"/> Learning centers <input type="checkbox"/> Learning centers <input type="checkbox"/> Learning centers <input type="checkbox"/> Learning centers
Technology	<input type="checkbox"/> Accessible technology <input type="checkbox"/> Accessible technology <input type="checkbox"/> Accessible technology <input type="checkbox"/> Accessible technology
Admission	<input type="checkbox"/> Structured admission process <input type="checkbox"/> Structured admission process <input type="checkbox"/> Structured admission process <input type="checkbox"/> Structured admission process
Student Population	<input type="checkbox"/> High achieving students <input type="checkbox"/> High achieving students <input type="checkbox"/> High achieving students <input type="checkbox"/> High achieving students
Financial Aid	<input type="checkbox"/> Financial aid programs <input type="checkbox"/> Financial aid programs <input type="checkbox"/> Financial aid programs <input type="checkbox"/> Financial aid programs

Parenthood, fixations:

Finding Functional Fixations




Transition Planning

- IEP Team
- Mental Health Services
- Mental Retardation System
- Vocational Rehabilitation
- Occupational Therapy
- Social Skills Training
- Consistent routines
- Structured environments
- Attention to sensory integration




Steve Edelson & Simon Baron-Cohen




Elwyn Industries

Aston, PA


- 2012: Defense Logistics Agency contracts with Elwyn Industries: \$7.7 million for making bandages
- Elwyn: nonprofit serves people with special needs
- adult day services
- Elwyn Industries already:
 - makes medals for armed forces
 - does maintenance on federal buildings

UCP Chestnut Hill programming:



- OVR evaluation, Interest inventories, cognitive assessment
- Contract shop assessment for general work habits
- In-house training for areas of interest, food services, child care, janitorial
- OT assessment, Work adjustment training
- Funding for 14 weeks through OVR
- Post employment services
- Strength-based jobs and the match for disabilities, as opposed to drug addictions and other challenges of neurotypicals
- CLA's and MR waiver funding



Placements & Resources

- Traditional:
 - Community Residential Rehabilitation (CRR)
 - Community Living Arrangement (CLA)
 - Outpatient services
 - Residential settings
 - Individual aide
- Next Steps:
 - Build-your-own Silicon Valley
 - Maximize strengths
 - Finding functional fixations
 - What CAN the individual do?
 - What CAN the group do?




Susan Epstein and daughter



New Programs for Working and ASD

- www.workforme-pa.org
 - I am Daniel and I am looking forward to a career in finance or communications. I refuse to let being born with Autism stop me from going after my dreams. I serve my community by motivating others with disabilities to go after their dreams too! I take pride in being a gentleman and a minister at my church. I enjoy traveling, baseball games, and the internet. I did work study in high school and got paid. My college classes and my trans passes do not cost us anything. And none of this hurt my social security check or stopped me from getting medical help. Some things are hard for me, but I have people from the Work Incentive Planning and Assistance program who believe in me and are helping me. I look forward to using the Ticket to Work program to continue my career path and show everybody my abilities!
- JEVS: new program specifically supporting ASD...No job carving... yet.
- Villanova Entrepreneur's Network proposal



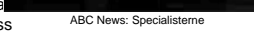
Job coaching Vs. Job carving

- Fitting a square peg into a round hole
- Underestimating abilities of those on the spectrum
- Splinter skills
- Strengths-based assessment and placement
- Filling a hole vs. finding a need
- Finding partner employers... often limited to corporations with executives who have family members on the spectrum
- Issues of possible exploitation

The Specialists

<http://www.specialpeoplefoundation.com/>
http://www.bbc.co.uk/2/health/news/health_080205.stm
<http://www.wired.com/wired/story/machine17-10111.shtml>
<http://hbswk.hbs.edu/item/5869.html>

- Specialistern: Software Testing in Denmark
- 60 consultants are considered best-in-class
- paid industry-competitive wages
- customers include LEGO, Microsoft, and Oracle
- 75 percent have Asperger syndrome or some form of ASD
- consultants enjoy their work and are great at it
- Testing process—checking and rechecking outcomes, documenting test plans, and maintaining follow-through
- making use of high intelligence, precision-oriented skills, deep concentration, and patience that can be positive features sometimes accompanying ASD
- "This is not cheap labor, and it's not occupational therapy... We simply do a better job."
- Model is taking off with public and private funding





ALAW: Roy Diamond & Becky Willmot

- 2 Phoenixville homes in 2000, 1 Media, 1 NE Philly
- Waiver Funding, LLC, PHFA Grant, Vouchers
- \$500 Food Budget with \$100 extra
- Partners: Northwestern, Keystone, Bureau of Autism Services
- Autism Waiver Impact... full spectrum?
- OVR: short term assistance with fading
- Social faux pas scenarios: unemployment
- Work too much: lose funding
- Farms
- Donating home to family members and others on the spectrum

Neurodiversity

Meaghan Flemming Buck Jon Dorfman

- ASD at Community College of Philadelphia rose from 3 to 25 from 2007-2011
- "Colleges are seeing more people with autism spectrum disorders, the kinds of people who, in the past, wouldn't have gone on to college," says Felicia Hurewitz, director of the Autism Support Program at Drexel University. "We have a lot of diversity. Neurodiversity is the newest."
- Accommodations: copies of lecture notes, extended time, quiet testing area, tech supports, peer mentoring, single rooms, group supports, open mics, academic/organization support
- AHEADD (Achieving in Higher Education with Autism/Developmental Disabilities)
- Philadelphia University

Transition Programs

- ♦ Drexel Autism Support Program
- ♦ Carousel Connections (Haverford)
- ♦ Penn Social Learning Disorders Program
- ♦ Variety Club Autism Ambassadors
 - ♦ Marywood University
 - ♦ Lebanon Valley College
 - ♦ AHEADD
- ♦ College Living Experience
 - ♦ Y.A.L.E.
 - ♦ NYIT

Carousel Connections at Haverford College:





LIVING A QUALITY LIFE


Dating

- ♦ Stephen Shore's "sleepover"
- ♦ Pitfalls and dangers

BBT, Kiss Experiment:



Loving Lampposts, Stephen Shore:





BBT, Child bearing:

ABC, ASD Love Story:

Dating and Alternatives


NYT: Navigating Love and Autism

Love on the Spectrum Social Network, Dating:

file:///Users/ericm/Documents/Business/Greentree/Paperwork/T raining%20Materials/new%20files%202-12/Navigating%20Love%20an%20Autism%20-%20NYTimes.com.webarchive

Possibilities: Flatland possibilities:

THANK YOU... Questions?

Focusmoog@aol.com
www.imagineact.com

Ericmpsysc@yahoo.com
www.ericmitchellphd.com