WEST VIRGINIA
AUTISM TRAINING CENTER
AT MARSHALL UNIVERSITY

Benchmarks of Effective Supports
for
College Students with Autism Spectrum Disorder

The *Benchmarks of Effective Supports for College Students with Autism Spectrum Disorder* ASD) is an assessment tool with which to determine the readiness of specific institutions of higher learning to support the academic, social, and independent living needs of students diagnosed with ASD. Place an "*X*" in the column that best describes the availability of each specific support listed. A section to list specific items or needs necessary for making supports fully available exists, as does a section for "Notes" on the final page.

Campus Living Supports — Effective Services May Include:	Supports N/A To My Needs	Supports Not Available	Supports Partially Available	Supports Fully In Place	Specific Items Or Needs To Make Supports Fully Available
1. Dedicated finances and on-campus resources for supporting students with ASD					
2. On-campus expertise regarding ASD and the supports necessary for an effective college experience					
3. Professionals or paraprofessionals who assist with the development of on-campus social networks					
4. Professionals or paraprofessionals who assess and teach independent living skills					
5. Mentoring services that support organizational needs, such as: goal setting, meeting deadlines, chunking assignments, planning for off-campus travel, etc.					
6. Mentoring services that assist students in recognizing a need for self-advocacy, and to support skill development for carrying out the activity					
7. Professionals or paraprofessionals who facilitate social learning and skill development					

| Academic Supports

Effective Services May Include:	Supports N/A To My Needs	Supports Not Available	Supports Partially Available	Supports Fully In Place	Specific Items Or Needs To Make Supports Fully Available
1. Access to basic academic adjustments and reasonable modifications (i.e. extended time on tests, note taking services, etc.) necessary for success in the classroom					
2. Professionals available to provide information, support, and assistance to faculty and academic staff					
3. Existing systems dedicated to teaching self-advocacy and disclosure skills necessary for positive academic outcomes					
4. Professional or paraprofessional staff available to provide assistance with academic organization, guidance, and mentoring					
5. Existing systems that provide specialized assistance to instructors, staff, and other college personnel to aid or improve academic outcomes					
6. An on-campus support program that provides traditional academic accommodations, but recognizes the importance of delivering supports for identified non-academic needs					

| Non-Academic Supports

Effective Services May Include:	Supports N/A To My Needs	Supports Not Available	Supports Partially Available	Supports Fully In Place	Specific Items Or Needs To Make Supports Fully Available
1. Professional or paraprofessional staff available to teach skills necessary for social networking					
2. Professional or paraprofessional staff available to teach, and mentor the development of, social communication skills					
3. Professional or paraprofessional staff available to provide assistance with identifying available on-campus and off-campus resources					
4. Professional or paraprofessional staff available to provide assistance with learning or improving independent living skills					
5. Mental health professionals trained to provide assessment, counseling, and other therapeutic services to students with ASD					

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