

I. Connecting to College Life-Presentation Outline

II. Introduction

1. The Presenters, Three former coordinators of the Disability Advocacy Cultural Association at Portland State University, a student movement started in 1969
 - i. Coordinators assist a variety of disabled students including Autistics
 - ii. Why you should look at successful Autistics for a model when preparing for adult transitions
 - iii. Why you should look to people with other disabilities for models in adult transitions
2. Presentation today about connecting to university life=creating social networks
 - i. Networks of people help you to navigate classes, connect you to resources, and build your emotional and spiritual well-being.

III. General Ways to Connect to university life

1. Clubs and/or student organizations
 - i. Joining one that exists
 - ii. Creating one yourself
2. Sports and Recreation: hiking, crew, table tennis, bowling, ballroom dance
 - i. Competitive/interscholastic
 - ii. Intramural
 - iii. Non-Competitive
3. Campus media: Publications, radio, TV
 - i. existing media
 - ii. creating new media
4. Campus employment or Volunteer opportunities
 - i. Work study
 - ii. Americorps
 - iii. Stipend activities
 - iv. Hourly
 - v. Study subjects/models

- vi. Research Assistance
- vii. Teaching Assistance

IV. Spirituality, Politics and the Arts

1. Why spirituality: (Inclusive of Atheists and Agnostics)-involving yourself with group or forming one-here's how
 - i. Opportunities to persevere
 - ii. Opportunities to connect with people who feel it is their spiritual duty to connect with those in their community
 - iii. Opportunity to connect with people that insist that you be different from society at large due to moral foundation.
2. Why Pirg's (Public Interest Research Groups), student govt, local, state, and national govt?
 - i. Opportunities to persevere
 - ii. Opportunities to connect with people who will work to integrate you in the social networks of government and public service organizations
 - iii. Opportunity to connect with people that insist that you be different from society at large due to strong political motivations.
3. Why Arts?
 - i. Arts people accept and sometimes insist on weirdness

V. 7 Minutes - Housing, Transportation and general living options

1. Personal is Social: Translating personal passions into social learning opportunities
2. Preserving the personal life in the campus housing settings
3. Why are personal spaces important in residential life for autistic and non-autistic students?
 - i. Residential life is critical for personal and social reproduction and refreshment.
 - ii. Securing privacy and personal safety is common ongoing concerns for every students in diverse living arrangements
 - iii. Comfortable residential life hinges on being accommodating to differing life styles and preferences (If you are bothered and distracted by noisy neighbors and unsightly and unhealthy behaviors, there are others who dislike them too) – suggest positive behavior changes in the apartments and/or common areas

4. Strategies for balancing personal needs with social demands and pressures

- i. Stay informed: Access online resources regularly to be informed on the current residential issues and social events
- ii. Establish ongoing and personal relationships with residential directors and assistants. Use informal and casual occasions to relay your personal issues and interests.
- iii. Actively communicate personal interests to establish ongoing social events (poetry reading, movies and literature, and dance).
- iv. If you are uncomfortable in public settings, relay your concerns to a close friends or resident assistant before community meetings to make sure your voice is heard
- v. If there are ongoing disturbances, use the white board hung on the walls or the apartment door to communicate with your neighbors

5. Transportation-Using Public Transportation (when available)

- i. Plan your Trip in advance: Be informed about community travel resources (community bus, light rail, air travel etc.)
- ii. Use online and personal resources to plan your routes, stops, and necessary accommodations
- iii. Check multiple sources of information to verify information
- iv. Always keep with you agency numbers for up-to-date schedules, filing reports, and other unexpected occurrences
- v. Know your drivers – for more personalized assistances accessibility

6. Individual coping skills: Maintaining your own comfort level and controlling social interaction

- i. Carry a book, a magazine, laptop, or an I-Pod with you when you are traveling to avoid undesired social interactions and an alternate objects to focus your attention
- ii. Be ready with polite words or phrases to be used as automatic responses to unwanted conversations – as a way to disengage from them.
- iii. Be prepared with other forms of communication in case of unexpected occurrences
- iv. cards with pre-printed information
- v. electronic communication devices
- vi. signs with simple phrases such as “help” or “call 911”

VI. Personal Stories From Coordinators

VII. Summary, looking at larger picture of disability, and how that can benefit the Autistic