

Dipeolu, A. O., Storlie, C., & Johnson, C. (2015). College students with high-functioning Autism Spectrum

Disorder: Best practices for successful transition to the world of work. *Journal of College*

*Counseling*, 18(2), 175–190. <https://doi-org.ezproxy.southern.edu/10.1002/jocc.12013>

- Grooming is an important aspect of social skills developments. Although social mistakes could be overlooked because of an individual's special talents or abilities, poor grooming is frequently observed.
- In cases where students are not aware of necessary grooming habits, college counselors can educate them.
- Electronic organizers and planning software can be useful tools for programming repeating events or meetings.
- If a person with ASD does not find employment immediately following graduation, they have a 70% chance of never being gainfully employed. Only 6% of student with ASD have full-time jobs after graduation.
- Starting the transition process early (while still in college) can help.

Dymond, S., Meadan, H., & Pickens, J. (2017). Postsecondary education and students with Autism Spectrum

Disorders: Experiences of parents and university personnel. *Journal of Developmental & Physical*

*Disabilities*, 29(5), 809–825. <https://doi-org.ezproxy.southern.edu/10.1007/s10882-017-9558-9>

- 5 themes emerged across university personnel and parents related to their experiences supporting students with ASD to pursue a university degree including characteristics that influence success, transition to university, available supports and services, barriers, and needed improvements.
- Deficits cited across participants include executive functioning skills, social skills, independent living skills, academic skills, emotional support needs, and self-determination skills.
- Barriers to a positive transition experience centered on insufficient preparation within the school or home environment.

- Another barrier identified was a lack of night and evening services for students with ASD (such as the ability to check-in with someone).
- Most important needed improvement to parents and university personnel was that the supports and activities offered to the students reflect an understanding of the unique characteristics of students with ASD.
- In addition to training, both parents and personnel feel as though it would be a good idea if ASD services were coordinated by an individual person who would manage a caseload of students with ASD in order to prevent interruption of services and communication.