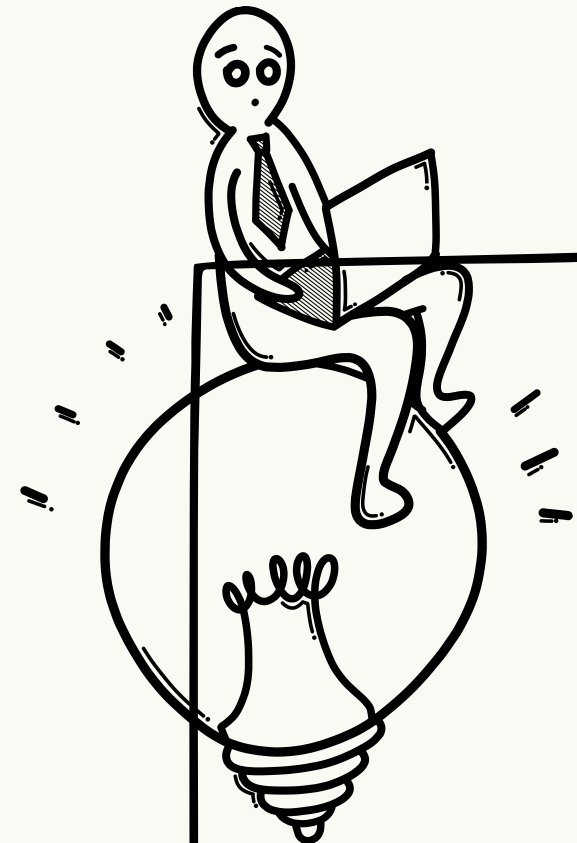
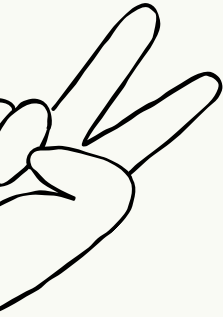
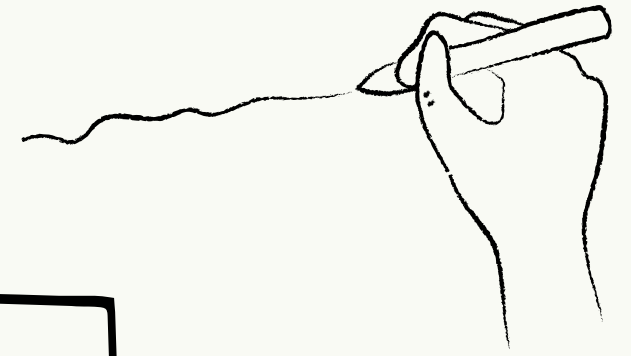
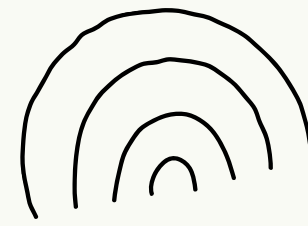
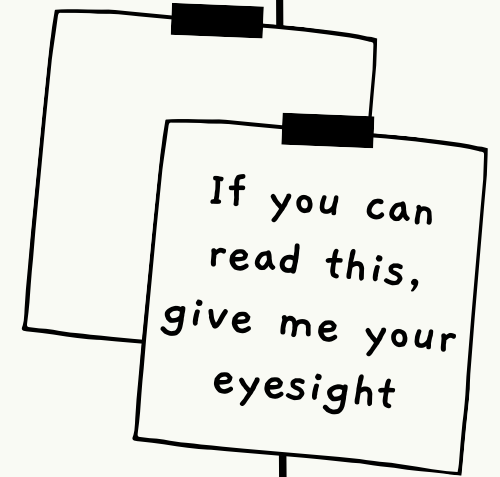


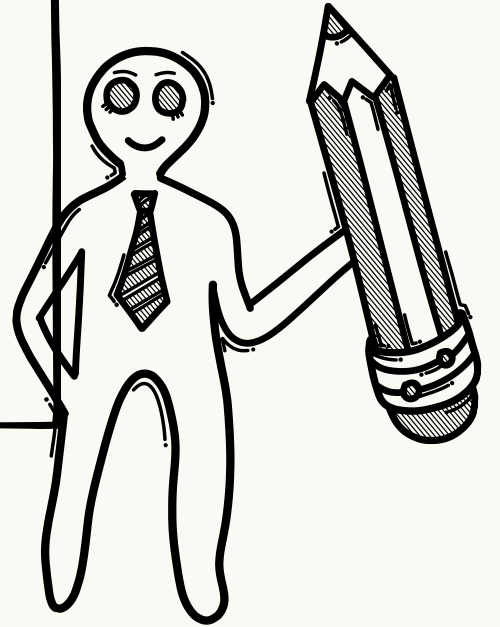
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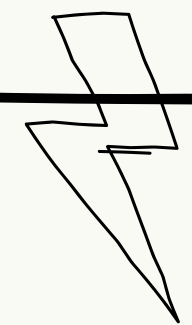
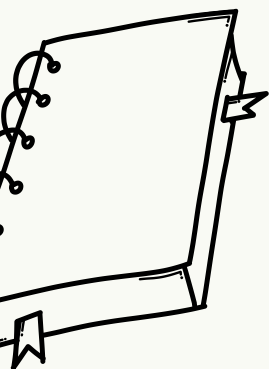
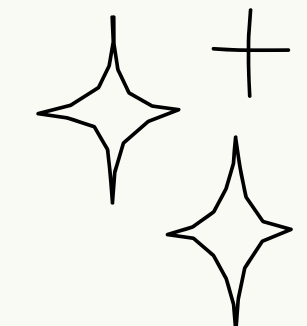
Universally Accessible



An Investigation of College Accommodations for Students with Autism Spectrum Disorder in the United States and Netherlands

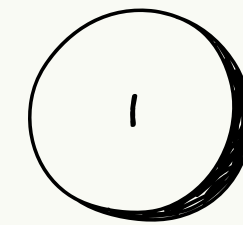
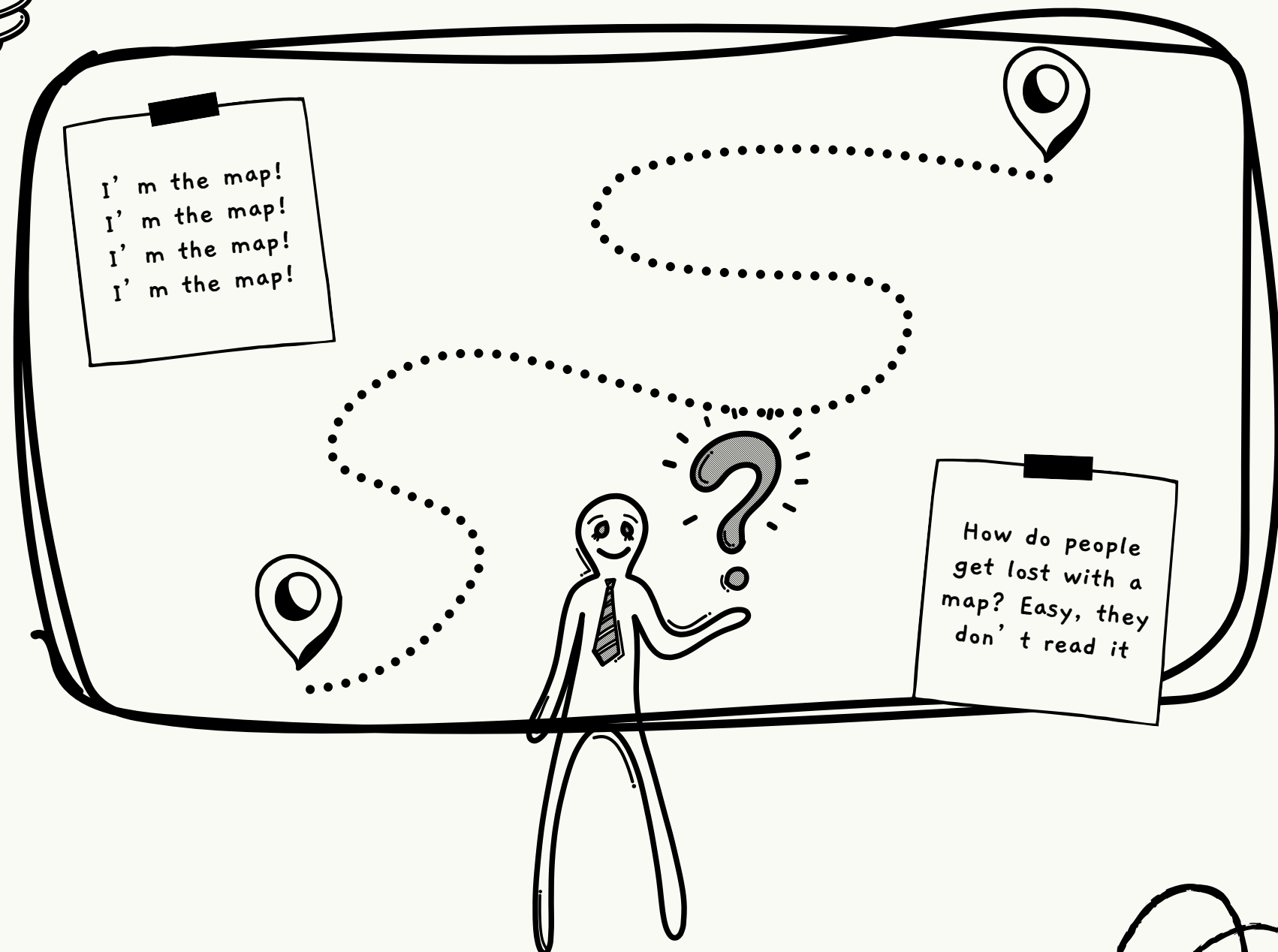


Presented by: Mikayla "Mak" Pennington
Faculty Advisor: Dr. Miranda Kucera

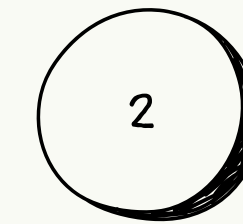




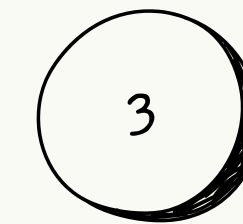
Roadmap



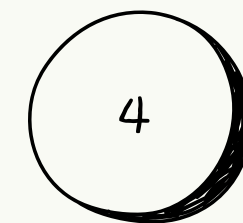
Overview About the Issue



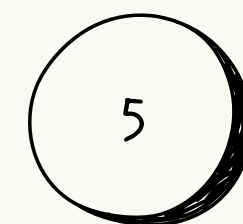
Dutch and U.S. Laws and Organizations



Dutch and U.S. Students' Experiences

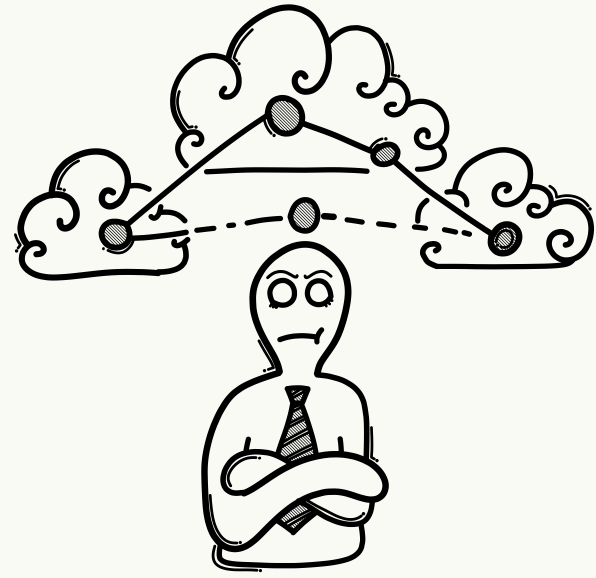


Recommendations

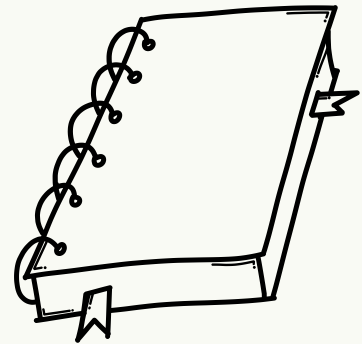
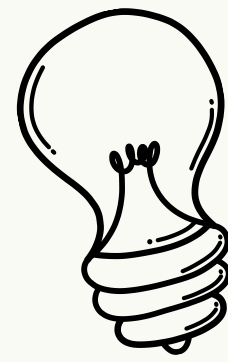


Conclusion

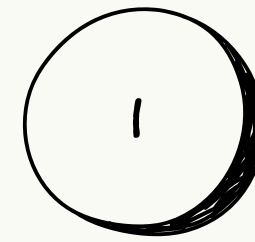




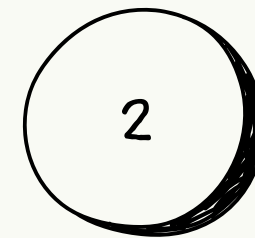
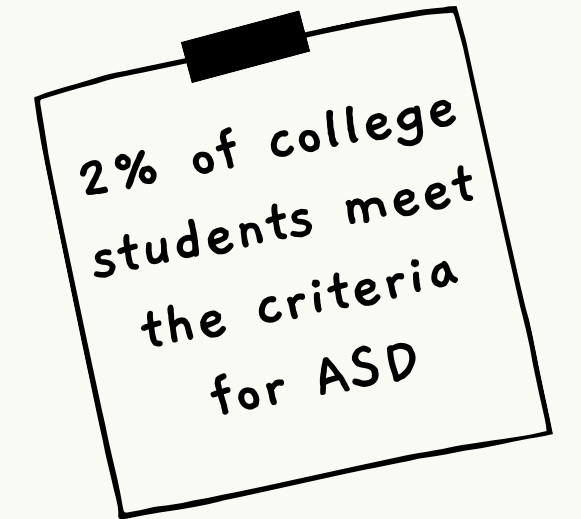
What is The Concern?



The incidence and prevalence rate for Autism Spectrum Disorder (ASD) is increasing



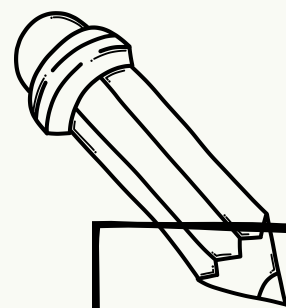
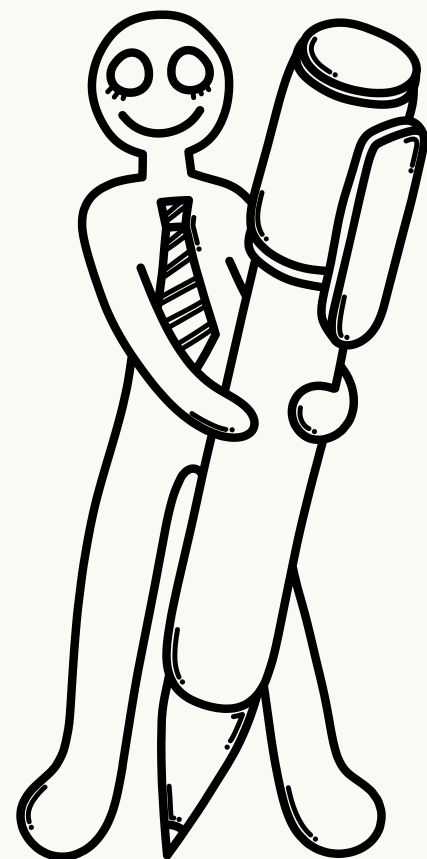
More students entering postsecondary education have autism



Without proper supports, students with ASD struggle more than their peers

Laws and Organizations

I'm not a policy person :,)



United States

Americans with Disabilities Act

The Rehabilitation Act
(Section 504)

Office of Civil Rights

Netherlands

Equal Treatment of
Disabled and Chronically Ill
People Act

Netherlands Institute for
Human Rights (NIHR)

Autistic Self-Advocacy
Network

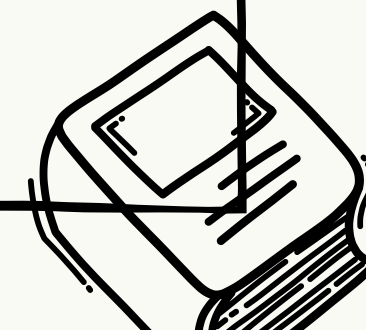
American Autism
Association

Autism Society of America

Dutch Association of Autism

From the Autism
Perspective

Personen uit het Autisme
Spectrum (PAS)



Student Experiences

United States

- Accessing resources
- Be given proper accommodations
- Stigma and discrimination
- Paper work to receive accommodations

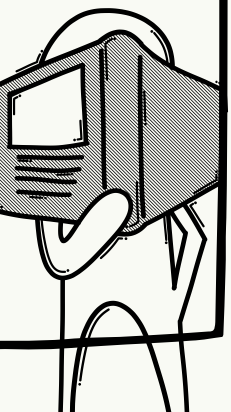
Similarities

- Burden of proof
- Burnout
- Social struggles
- Mental health

#Relatable

Netherlands

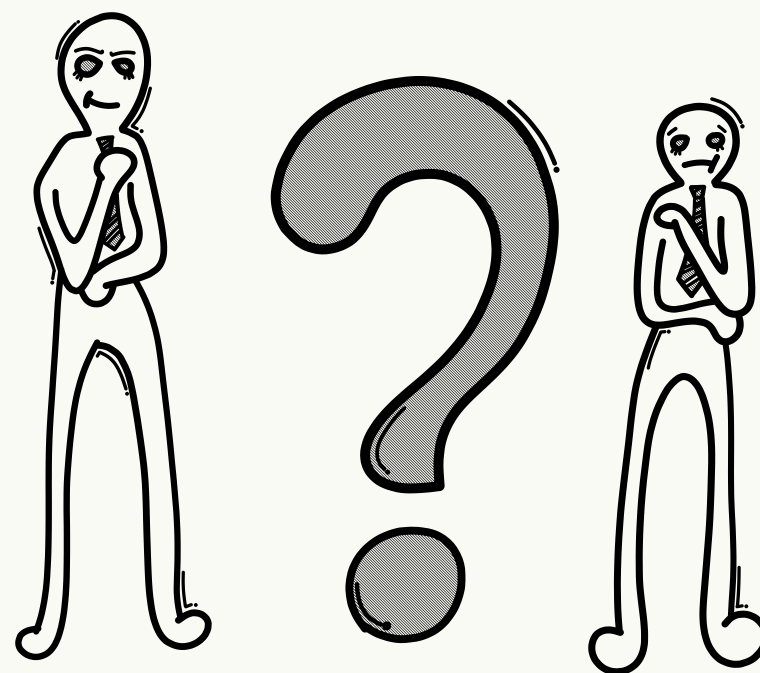
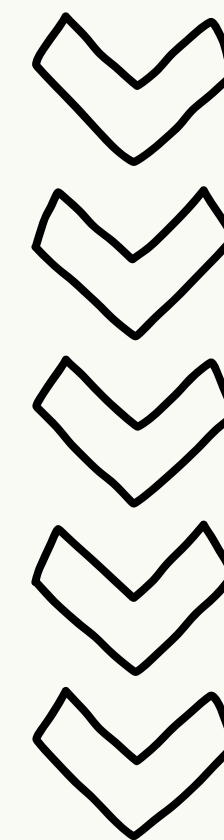
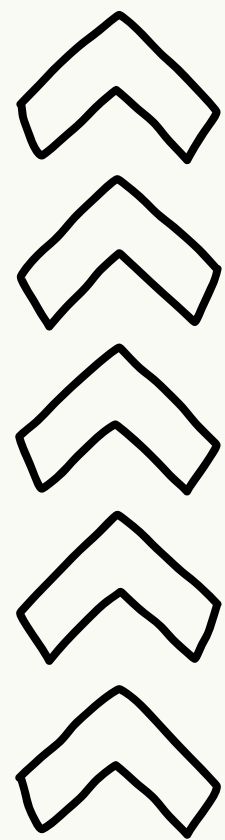
- Maintain similar GPA scores as fellow students
- Neuroinclusive environment
- Students are able to control their curriculum more



Now What?

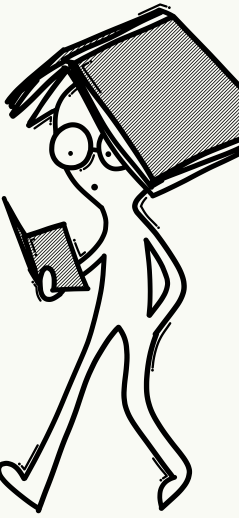


While the Netherlands provides a better inclusive environment, autistic students still face challenges in the U.S. and the Netherlands.



elle

Universal Design of Learning



1

Provide inclusive teaching environments

2

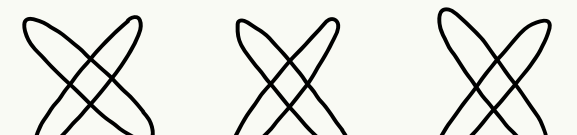
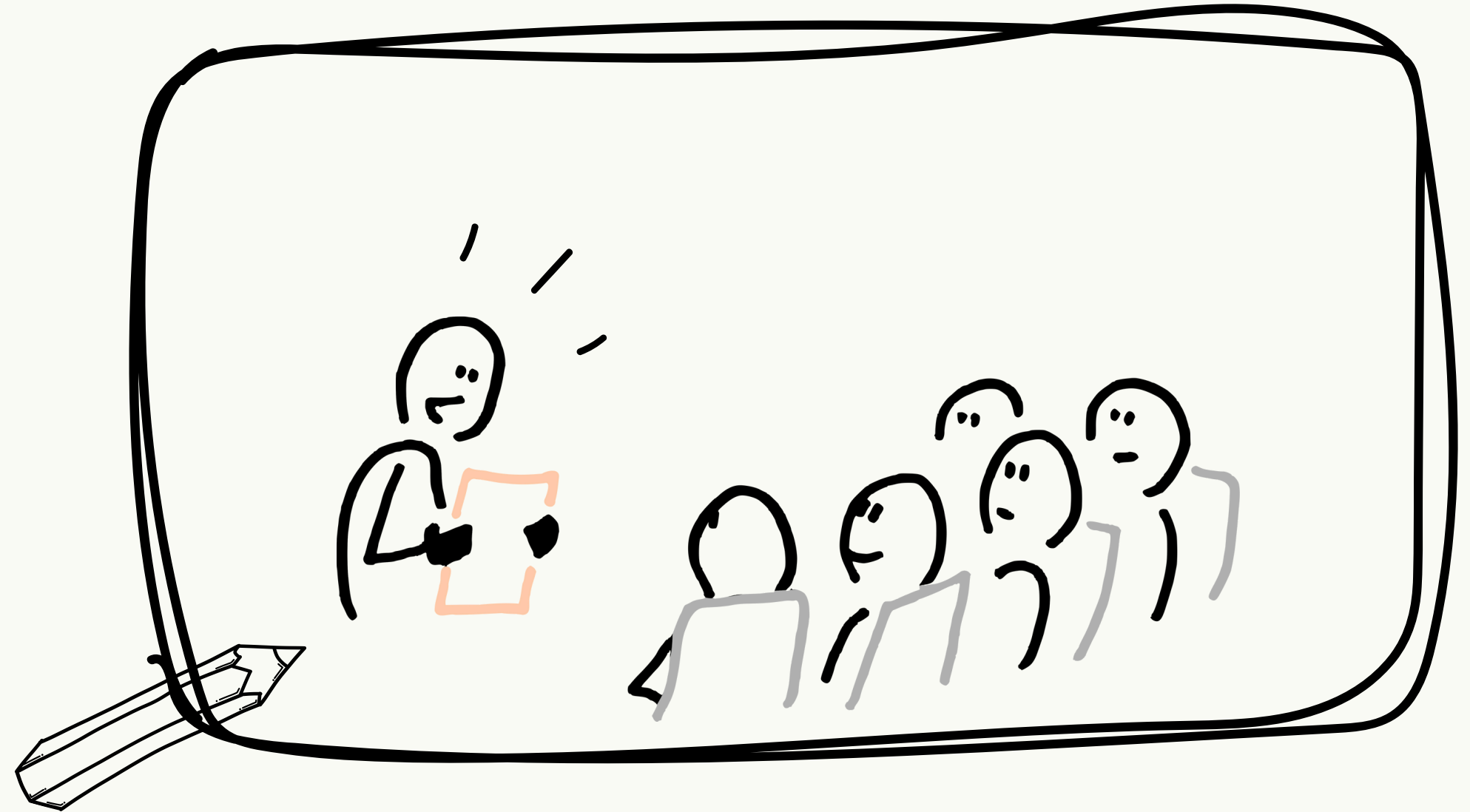
Informs faculty about autism and other disabilities

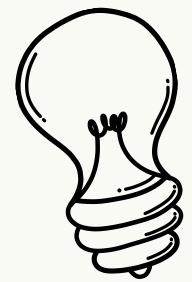
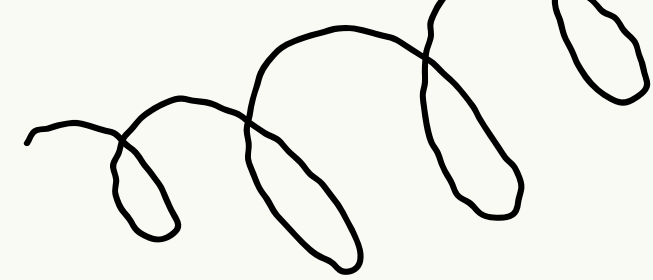
3

Supports autistic students interests in the classroom

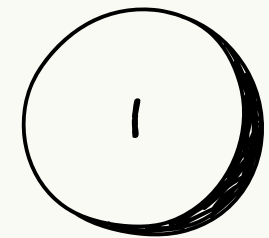
4

Encourages different ways to express knowledge

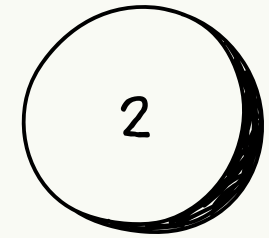
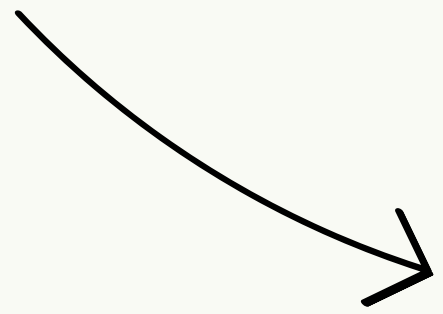




Current UDL Practices

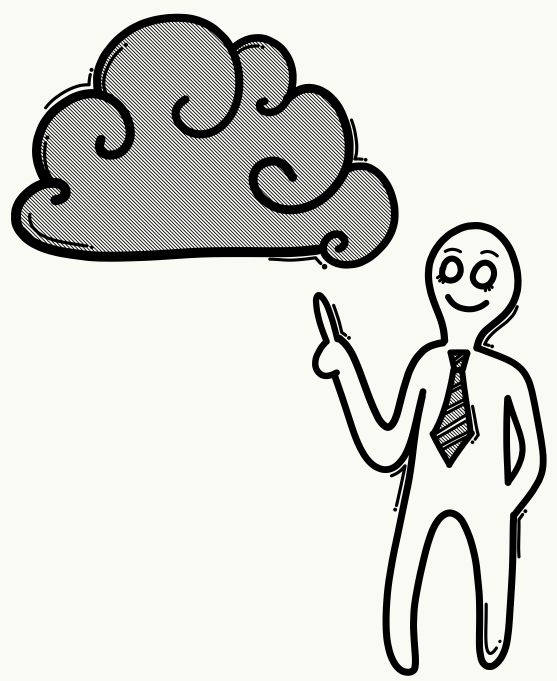


UW Tacoma has a UDL training for faculty called Passport. Not only that, but a training for UDL was offered last week. Neither of these are required.



The Netherlands has a handbook about UDL that faculty can use and is encouraged to take from different organizations.

Note: Some department faculty are more likely to take UDL trainings than other



Orientation Program

Transition programs have been offered in both the US and Netherlands, but it is often for children in mind, not for autistic adults going into postsecondary education.

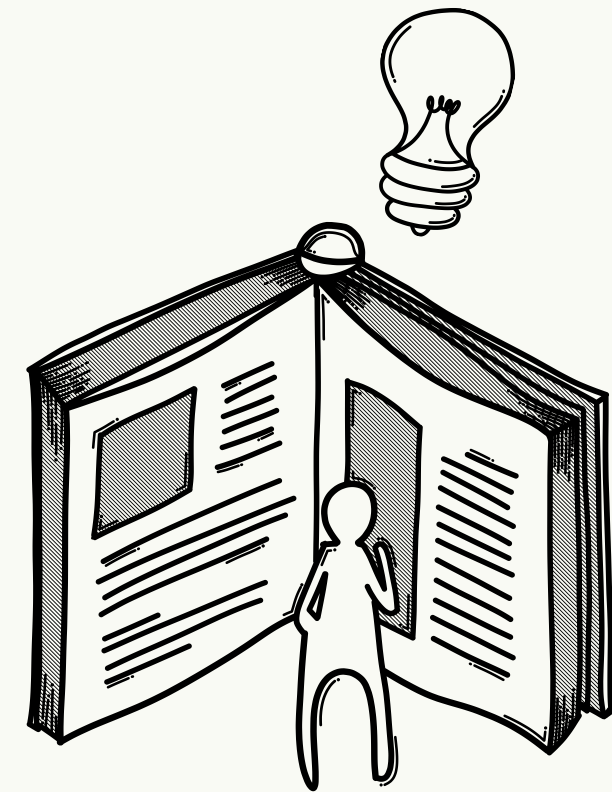
Resources on Campus



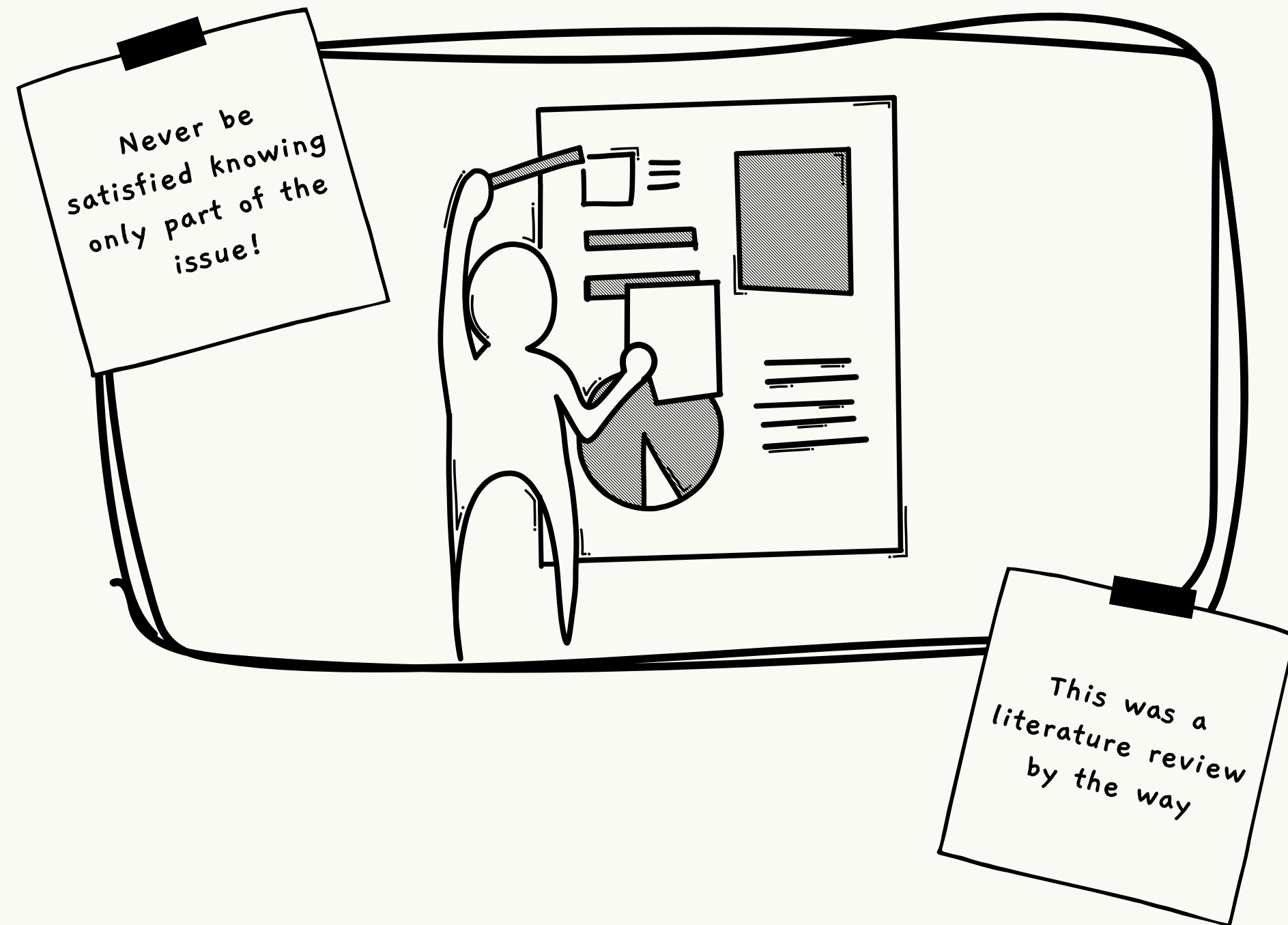
How to Self-Advocate



What is Their Rights as Students



Future Research Areas



1

Cultural differences

2

Gender differences in diagnosis rate

3

Differences in quality of insurance

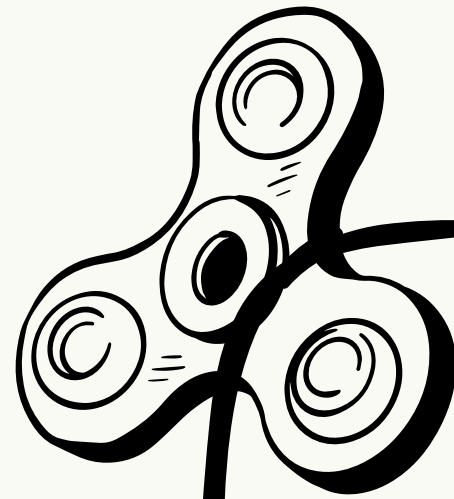
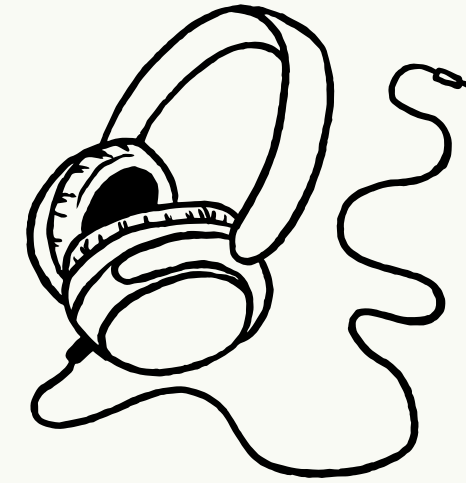
4

Analyze the roles of the university, faculty, staff and peers

5

Recognizing neurodiversity as DEI

Conclusions



Creating inclusive environments benefits those who are or not diagnosed with a disability, and to ensure students' success, colleges should encourage inclusive teaching.



References





Thank you for
your time!

