



~ CAMPUS ~

College Autism/Asperger Matriculate Program for Undergraduate Students

The *College Autism/Asperger Matriculate Program for Undergraduate Students (CAMPUS)* is designed to provide ongoing support during the academic year to individuals with an autism spectrum disorder who have been admitted to college. In collaboration with one or more Pittsburgh based Universities, *CAMPUS* will target individuals with the academic skills necessary for success in a college program but who have severe social, behavioral, and organization skill deficits which compromise their ability to function in the college environment.

In 2008, The Watson Institute launched **ACCLAIM** - *The Autism College and Community Life Acclimation and Intervention Model* – to serve adolescents with Aspergers/High Functioning Autism who aspire to attend college. **ACCLAIM** is intended to acclimate academically capable candidates to campus life prior to enrollment, reducing the anxiety associated with a major life transition, and enhancing the development of social and organizational skills that are requisites for college achievement.

CAMPUS is intended to build upon the strategies and methods developed in the **ACCLAIM** program, expanding the relatively brief exposure to college life provided under **ACCLAIM** into an ongoing support system. **CAMPUS** personnel will work closely with existing university supports, including the accommodation office and the counseling center. Through arrangements with the university, **CAMPUS** personnel can provide a combination of direct and consultative services which are more specialized and extensive services than would otherwise be available. When feasible, supports will gradually fade as the students become able to function independently.

Services will be highly individualized to meet the needs of each student, recognizing their unique strengths and weaknesses. The range of supportive services will include:

- ✦ individual therapy (particularly to address issues relating to anxiety and depression)
- ✦ social skills training and group therapy (using didactic and cognitive-behavioral treatment)
- ✦ instruction in personal relationships and personal safety
- ✦ teaching of independent living skills and monitoring of activities of daily living
- ✦ teaching of organizational and executive function skills
- ✦ self-advocacy training
- ✦ assisting target students to connect with University-based clubs and associations to encourage participation in recreational and social activities
- ✦ drug and alcohol awareness training
- ✦ mobility training
- ✦ liaison with family (with client release)
- ✦ medication coordination
- ✦ money management training
- ✦ case management
- ✦ neuropsychological evaluations
- ✦ instructional/behavioral technology support
- ✦ development of group study skills
- ✦ job/interview preparation
- ✦ legal considerations
- ✦ consultation across campus