

2 Training Sessions

1

9:00-10:00 June 5 via Zoom

Through a New Lens: Understanding an Autism Profile

Speaker: Ryan Walsh, Neurodiversity Training Specialist AANE

2

10:30 AM-11:45 AM June 5 via Zoom

In Our Own Words: A Neurodivergent College Panel

This talk will explore the experiences of higher ed consultants and disability services professionals who advise neurodivergent individuals about campus and academic life. These professionals will share their insights and describe lessons learned from Title IX situations involving neurodivergent individuals.

Moderator: Ryan Walsh, Neurodiversity Training Specialist AANE

Panelists:

- Dr. Jane Thierfield Brown, Assistant Clinical Professor at Yale Child Study, Yale Medical School and former Director of Student Services at the University of Connecticut School of Law
- Cara Streit, Director Student Accessibility Support at Brandeis University
- Dr. Lorraine Wolf, Director of Disability & Access Services at Boston University

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Massachusetts Department of Education

June 5, 2023

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Empowering Individuals • Building Community

AGENDA

- Meet our Panelists
- Insights & Lessons Learned
- Title IX & College Resources
- Audience Q&A

About this Session

- This session explores the experiences of higher ed consultants and disability services professionals who advise neurodivergent individuals about campus and academic life.
- They will share our insights and describe lessons learned from Title IX situations involving neurodivergent individuals.

Meet our Panelists



Dr. Jane Thierfeld Brown

Jane Thierfeld Brown, Ed.D is an Assistant Clinical Professor at Yale Child Study, Yale Medical School, Director of [College Autism Spectrum](#) and retired Director of Student Services at the University of Connecticut School of Law. She has worked in Disability Services for 43 years. She holds an Ed.D from Columbia University, Teachers College. Through her work at the College Autism Spectrum and at AANE, Dr. Brown consults with many families, students, school districts and institutions of higher education. Jane has appeared on Good Morning America, CBS News and NPR. She has co-authored “ Student with Asperger’s: A Guide for College Professionals,” (2009) Published in Japanese 2017, “The Parent’s Guide to College for Students on the Autism Spectrum,” (2012) and “Behavior Management and Self-Regulation,” (2012) along with many textbook chapters and articles. She received the Ron Blosser Dedicated Service Award from AHEAD in 2019. Jane is married and has three children, the youngest being a 30 year old son with Autism.



Cara Streit

Cara Streit, [Director, Student Accessibility Support](#) at [Brandeis University](#). Cara has worked in disability services at the higher ed level for 16 years. Before coming to Brandeis she served as the inaugural Associate Director and Director of Academics, Innovation and Inclusion of the Threshold Program at Lesley University. At Lesley, Cara oversaw higher education programming and curriculum building for students with intellectual, developmental, learning and physical disabilities and was involved in student conduct cases. She has particular interests in inclusive college environments, Universal Design for Learning, self-determination, and the transition from post-secondary settings into later adulthood. Cara is also the founding president of Embark Inclusive Travel, a 501(c)(3) organization that runs educational international tours for adults with developmental disabilities. Cara holds a BS in Biology from Boston College, an MSW from Simmons University, and an EdD from Boston University.



Dr. Lorraine Wolf

Dr. Lorraine Wolf is the Director of Disability & Access Services at Boston University. She holds a doctorate in basic and applied neuropsychology from the City University of New York and has 40 years of experience working with children, adolescents and adults with neurodevelopmental disorders. She has taught experimental psychology, assessment, and neuropsychology at the undergraduate and graduate levels. Dr. Wolf has published and presented nationally and internationally on psychiatric, attention, learning and autism spectrum disorders. She holds faculty appointments in psychiatry and in rehabilitation sciences at Boston University. She was a co-editor of [Adult Attention Deficit Disorders: Brain Mechanisms and Life Outcomes](#), is the senior co-editor of [Learning Disorders in Adults: Contemporary Issues](#), and co-authored [Students with Asperger Syndrome: A Guide for College Personnel](#), and [Students on the Spectrum: A College Guide for Parents](#). Dr. Wolf's interests include the neuropsychology of self-regulation and brain models of risk-taking behavior in young adults. Along with Dr. Jane Thierfeld Brown, she developed a model of service delivery for college students entitled "Strategic Education for students with Autism Spectrum Disorders". Her extracurricular interests include adventure travel, scuba diving and her dogs.

Insights & Lessons Learned

Behavior, Conduct, Title IX and Students with Autism

Jane Thierfeld Brown, Ed.D
College Autism Spectrum

COLLEGE



CAREER

LAWS
you need to
KNOW



	IDEA	ADA
Type of Law	Education, Entitlement	Civil rights statute, Eligibility
Responsibility	Parent and school	Student
Ensures	Success	Equal Access
Services	Evaluation, remediation, special accommodations	Reasonable accommodations
Focus	Diagnostic label	Level of functional impairment
Disability	One of 13 categories	Impairment in major life activity



Manifestation Determination

Exists in High School

In College and adult life...

Disability never excuses behavior



How is this different for students with Autism?

- Laws and college rules do not change – but understanding is challenged by:
 - Recognition of behaviors as inappropriate;
 - Stalking – chief complaint against students with Autism
 - Easily manipulated by others;
 - No rules for social interactions, dating, and parties.



Clear Behavioral Requirements

- Behavioral standards & expectations must be explicit
- Student & family need to understand because this is different from high school
- Standards are not subject to accommodation
- Make sure student understands the rules and the consequences for breaking them



Specific Title IX Training for Students with Autism

Training focuses on clear expectations with suggested rules and decoding social language.

Examples:

- Asking someone on a date = maximum limit 3 times.
- A person is not your girlfriend or boyfriend without their agreement to be so.
- “Netflix & Chill” does not mean watching movies and sitting on someone’s couch (usually).
- Always understand what is meant when someone says “hook-up”.
- Following someone around campus because you like them is not appropriate.
- Before having sex with someone you both need to agree to it.



Case Studies & Lesson Learned

Cara Streit, Director, Student Accessibility Support at Brandeis University

Holly and Alice

- Holly- Complainant
- Alice- Respondent
- Non-degree students with intellectual disabilities
- Initial report by Holly of non-consensual sexual touch; first interview supported this, but upon further interview, Holly described giving verbal consent to everything, but said she had not wanted to
- Alice reported she thought everything was consensual as she had verbal permission from Holly
- Seems Alice asked repeatedly, Holly was concerned about losing friends so she said yes
- Holly's parents had guardianship of her, complicating the investigation

Lessons Learned

- Discrepancies in reporting may be caused/compounded by impact of the disability/neurodivergence
- Interviewing without leading the responses is especially challenging
- Education on affirmative consent should be crystal clear, not only for giving consent but how to ask for it (eg, don't ask over and over until you get a yes!)
- Rarely, a parent may have guardianship of an adult; consult legal counsel
- Education needs to include how to say no
- People with disabilities are more likely to be victims of sexual misconduct; Developmentally appropriate preventative education is a MUST for dual enrollment and other programs designed for young adults with neurodevelopmental disabilities
 - <https://impactboston.org/impact-ability-programs/>
 - <https://triangle-inc.org/triangle-abuse-prevention-services/>

Sam



- Multiple complainants
- Sam- Respondent; undergraduate student; identifies as autistic and non-binary
- Repeatedly reported to Office of Equal Opportunity and campus police for perceived stalking behavior
- Complainants were all undergraduate women in one dorm on low floors
- Sam walked a regular route multiple times per day while wearing headphones and engaging in stimming behavior with their hand hands
- Unexpected social communication put Sam at risk of misunderstandings with public safety
- Campus Disability Services knew Sam well and at Sam's request supported accommodations for the Title IX processes

Sam: Process Accommodations



- A support person from the DS office (separate from their allowed advisor)
- Advanced release of questions and evidence for pre-review in order to support comprehension and communication, to whatever extent possible without fundamentally altering the process
- Live captioning for all meetings
- Permission to type responses to questions if needed
- Direct instruction to conduct board not to read intent or culpability from Sam's speaking patterns
- Permission to take breaks every 15 minutes during interviews/mtgs
- Not approved: Permission to speak to advisor after every question

Lessons Learned

- Neurodivergent students who communicate or move in ways others may not expect are at risk of being misunderstood and reported
- Campus community needs training on neurodiversity (reconciling neurodiversity inclusion with “see something, say something”)
- Disability Services should notify public safety within allowable FERPA bounds of students who may present with behaviors that can be misconstrued
- Complainants and respondents are both entitled to reasonable accommodations for Title IX processes. Disability Services, Title IX Coordinator, General Counsel’s office, Public Safety & Student Affairs need a joint understanding of how to solicit and act upon disability accommodation requests for Title IX processes, and ensure that reporting avenues are accessible

Susan and Jake

- Susan- Complainant- undergraduate student, no disclosed disability
- Jake- Respondent- recent alumnus and employee of a dining contractor on campus; person with an intellectual disability
- Jake requested Susan's phone number after interacting with her a few times in a dining hall; began texting her repeatedly, not explicitly sexual but frequency and insistence on responses were concerning
- Jake's work location was moved while the situation was investigated; employer agreed to require him to go through sexual harassment training
- Jake repeated the same behavior with another female student a few months later after training

Lessons Learned

- Contractors on campus need Title IX training, too, and their understanding should be assessed; consider offering trainings in multiple languages as needed and work closely w/ site managers of contracted employees as appropriate
- Lack of understanding does not excuse behavior that violates community standards or the law
- Pay attention to patterns of behavior
- Beware of campus politics impacting the objectivity of the process

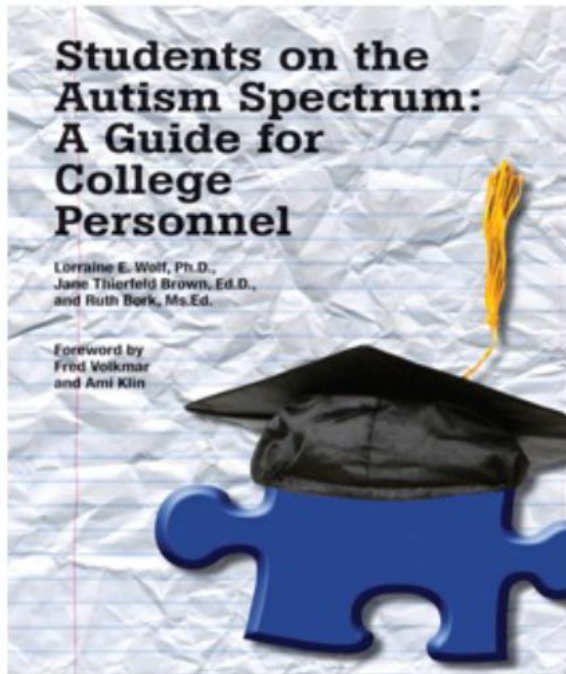
Title IX & College Resources



Autism training & resources for law enforcement, emergency first responders, parents, educators, care providers & the autism community.



Autism & First Response Awareness Training: A Debbaudt Legacy Productions Public Service Announcement



STUDENTS WITH ASPERGER SYNDROME
: A Guide for College Personnel

Lorraine E. Wolf
Jane Thierfeld Brown
C. Ruth Kukiela Bork

**アスペルガー
症候群の
大学生**

教職員・支援者・親のための
ガイドブック

ローレーヌ・E・ウォルフ
ジェーン・ティアーフェルド・ブラウン(著)
C.ルース・クキエラ・ボルク

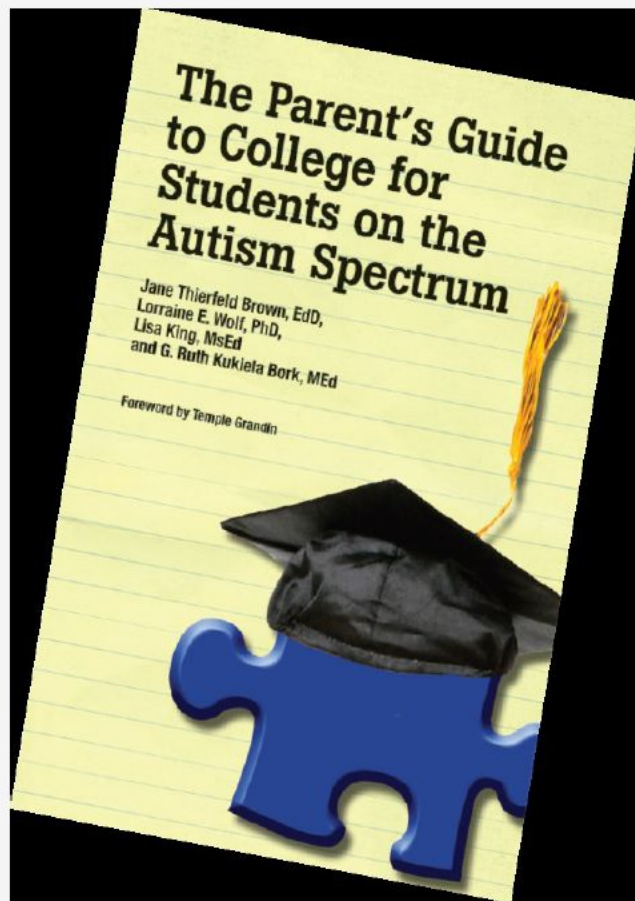
Fujikawa Yoko
藤川 洋子(翻訳)
Watanabe Satoko
渡邊 哲子(訳)
Moriyama Mayumi
本山 真弓

困った大学生の対応に悩む教職員のみなさんへ…
この本はまた、親御さんやご家族、友人や先生など、
アスペルガー症候群の学生を支援しようとするどなたにとっても、
有益なリソースになることと思います。(日本語版刊行に合わせて)より

**アスペルガー
理解の決定版!**

日本評論社





College Autism Spectrum Do Not
Reproduce



Social Behavior and Self-Management

5-Point Scales for Adolescents and Adults

This award-winning tool now expanded for adults!

Scale to Rate Common Roommate Issues

Rating	This is How It Might Make Me Feel and Think	This is What Would Probably Happen
5	This is a deal breaker.	I would move out. Please never do this!
4	This is very upsetting. Maybe I should find a new roommate.	I wish you were gone.
3	This would irritate me, and I would have to say something to my roommate about it.	I might have a sleepover.
2	This would bother me.	I would be annoyed.
1	This wouldn't bother me at all. I am very comfortable with this.	I would be fine.

Scale to Monitor the Need for Support

Rating	I Feel:	You Will Be Able To Tell Because:	This is the Level Of Support I Need:
5	I feel the most I have ever felt.	I tell friends. I might go without saying a word. I will avoid people.	I really want you to know the way I feel. Please do not talk to me.
4	I'm feeling pretty bad right now.	I might just go to sleep. My face and clothes might be dirty.	Write me a note to ask what is wrong. Give me some time.
3	I'm feeling OK right now, but a little down.	I'm sick around, but I'm unshowered.	Ask me if I want to talk. Keep tabs on me, but don't annoy me.
2	I'm feeling pretty relaxed right now.	I can go to work or class.	No extra help needed. Maybe check on them once in a while.
1	Right now I'm great!	Happy will talk a bit and share.	Nothing extra. I am just fine.

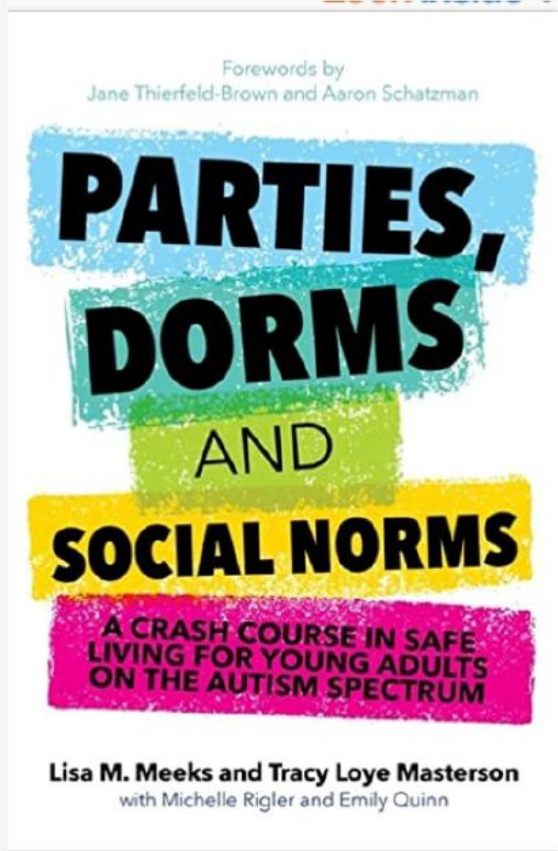
Kari Dunn Buron, MS
Jane Thierfeld Brown, EdD
Mitzi Curtis, MA
Lisa King, MEd

Foreword by Stephen Shore, EdD

COLL

AREER

Other resource: Parties, Dorms and Social Norms





Audience Q&A

Thank you!

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AANE Programs & Services

AANE Supports For Professionals

Click on each link below to learn more.



[Information & Referral for Professionals](#)



[Intensive Autism Coach Training \(IACT\)](#)



[Autism Professional Coaching Association](#)



[AANE Speakers Bureau](#)



[Community Training](#)



[Conferences, Webinars, & Workshops](#)



[Friedman Institute for Neurodiverse Couples](#)



[Professional Consultations](#)

AANE Supports For Adults & Teens

Click on each link below to learn more.



**Free Information
& Resources Call
for Adults**



**LifeMAP
Coaching for
Skills
Development**



**Adult Support
Groups
Teen Support
Groups**



**Social Activities
& Events for
Adults**



**College
Consultations**



**Conferences,
Webinars, &
Workshops**



**Neurodiverse
Couples Coaching**



**LifeNet
Independent
Living Support**

Click on each link below to learn more.



Coaching for Parents of:

Children, Teens & Adults up to
Age 22

Adults Over 23

IEP Reviews



Support Groups for:

Parents of Children, Teens & Adults through
Age 22

Parents of Adults Over 23

For Couples & Partners



Free Information & Resource Call for Parents/Families of:

Children, Teens, Adults up to
age 22

Adults Over 23



College Consultations



Conferences, Webinars, & Workshops



Neurodiverse Couples Coaching

AANE Webinars

Our webinars are designed for autistic adults, as well as adults who suspect they are autistic or have similar neurodiverse profiles. Family members of autistic children, teens, and adults also benefit from our webinars. Professionals who support the autism community are also welcome.

AANE Upcoming Webinars

- Monthly webinars are posted on our [online learning page](#) and on our [event calendar](#).
- You do need to register in advance to attend.
- Once you register, you will receive a confirmation email, with a link to join the webinar at the time it is broadcast.
- Most webinars are recorded. So if you aren't available on the broadcast date, you can watch it later at your convenience (for up to 30 days).
- Some webinars do have a suggested listed price, usually \$25.
- But discount buttons on the registration form let you register for full price, \$15, \$5 or \$0.
- In most cases we do make presentation slides available to registrants.
- CEUs are not provided, *unless the webinar is specifically an "AANE Webinar for Professionals."*

Click on the links below to learn more and register.

- [AANE & AWN Webinar: The Impact of Anti-Trans Legislation on the Autistic and Other Disabled Communities, 6/9/29-2023, 6/29/2023 7:00-8:30 PM ET](#)
- [AANE Webinar for Professionals: Approaching Adult Autism Assessment through a Neurodiversity-Affirming Lens, 7-27-2023, 12:00-2:00 PM ET](#)
- **Save the Date:** AANE Webinar: Disclosure in the Workplace, 9-28-2023, 6:30-8:00 PM ET
- **Save the Date:** AANE Webinar: Interoception for Managing Holiday Stress, 11-2-2023, 12:00-1:00 PM ET with Kelly Mahler

AANE OnDemand Webinars

Webinars are posted to our [on-demand Vimeo page](#) 2-3 business days after broadcast. You will need to set up a free Vimeo Account. You can rent and watch an on-demand version of an AANE webinar on Vimeo for 30 days. Full price of most on-demand webinars are \$25. Use these promo codes to pay the indicated amount: *FIFTEEN*, *FIVE*, *FREE*. (Make sure to use all CAPS.) Also remember to look underneath the Webinar Description on Vimeo for a link to the presentation slides. Copy and paste that link into your browser and download the slides to your device.

Click on the links below and on the following pages to access an on-demand webinar.

The Neurological Lens Framework – a New Way of Looking at Autism

- [AANE On Demand Webinar: From Community to Culture – Valuing the Autistic Identity](#)
- [AANE On Demand Webinar: A Framework of Understanding Your Unique Aspergers/Autism Characteristics](#)

Autism Basics

- [What is Neurodiversity?](#)
- [AANE On Demand Webinar Understanding Executive Functioning in Adults with ASD: Associated Difficulties and Practical Interventions](#)
- [Emotional Regulation: Perspectives from Adults on the Spectrum](#)
- [AANE On Demand Webinar: Understanding Sensory Needs, Anxiety & Behavior](#)
- [AANE On Demand Webinar: What do they want from me? Responding with Confidence in Social Situations](#)
- [I Can't Think when I'm Stressed](#)
- [AANE On Demand Webinar: The Lost Generation of Older Autistic Adults](#)

AANE OnDemand Webinars

Click on the links below and on the following pages to access an on-demand webinar.

Education

- [What can schools do to prevent PTSD among autistic students?](#)
- [Understanding Students with Asperger Syndrome and Related Conditions with Ilia & Ryan Walsh](#)
- [AANE On Demand Webinar College Consultants and Directors of Student Services Explain What Autistic Individuals Need to Know About College](#)
- [AANE On Demand Webinar: Autistic College Graduates Share Their Journey and Secrets for Success](#)
- [AANE On-Demand Webinar - Back To School: Are You and Your Autistic Student Ready?](#)
- [School Refusal](#)

Women & Autism

- [AANE On Demand Webinar: Detecting & Diagnosing Autism in Women](#)

LGBTQ

- [Gender Identity, Sexuality and Autism](#)
- [Beyond the Binary](#)

Employment

- [Choosing the Right Job or Career: Tips for Individuals and Parents](#)

AANE OnDemand Webinars

Click on the links below and on the following pages to access an on-demand webinar.

Treatment & Interventions

- [AANE Webinar: Treatment Considerations When Substance Misuse is a Concern for Autistic Individuals](#)
- [Autism & Co-Occurring OCD: Treatment Considerations](#)
- [AANE Webinar: Medication Management for Children, Teens, and Adults](#)
- [CBT for Children and Adolescents](#)
- [AANE On Demand Webinar: Should You Train Your Own Service Dog?](#)

Relationships

- [Healthy Relationships on the Autism Spectrum: Finding Joy and Staying Safe](#)
- [Building Meaningful Relationships: Dating](#)
- [AANE Webinar: Building Meaningful Relationships – Friendship](#)
- [Questions and Answers: Common Challenges and Realistic Strategies for Neurodiverse Couples](#)
- [Strengthening Family Relationships: Ways to Improve Communication](#)
- [Communication: A Necessary Skill to Strengthen or Dissolve a Neurodiverse Relationship](#)

AANE OnDemand Webinars

Click on the links below and on the following pages to access an on-demand webinar.

Independent Living and Planning for the Future

- [2023 Update: Free AANE Webinar: 2023: How to Find Public Benefits for Autistic Adults in any State](#)
- [AANE On-Demand Webinar: Financial Planning for Autistic Individuals and Their Families](#)
- [Transition Planning for Youth with Autism—from Public Schools to Postsecondary Education, Employment, and Adult Life](#)
- [Driving with Autism - 5 Things your Driving School Won't Teach You](#)
- [AANE Webinar: Empowering Teens & Young Adults on the Autism Spectrum for the Job Seeking Venture](#)
- [Moving Into Your Own Place: Making a Plan](#)

Parenting

- [Helping your Child Become a Self-Advocate: The Role of Parents and Family Members](#)
- [From a Parent/Child to a Parent/Adult Relationship: How to Increase Independence Without Damaging the Relationship](#)
- [Simple Micro Self-Care Practices for a Calmer You](#)
- [Parenting without Panic with Brenda Dater](#)
- [Parenting without Power: 10 Principles for Parents of Adult Children with Aspergers & Autism Profiles](#)
- [Parenting without Power II: It's not Easy for Me](#)
- [AANE On Demand Webinar: Virtual Book Talk with Essmaa Litim, author of Speechless](#)
- [Helping your Child Become a Self-Advocate: The Role of Parents and Family Members](#)

AANE OnDemand Webinars

Click on the links below and on the following pages to access an on-demand webinar.

Anxiety, Depression and Other Conditions

- [Coping With Anxiety in an Uncertain World](#)
- [Autism & Co-Occurring OCD: Treatment Considerations](#)
- [Autism & Trauma](#)
- [The Anxious Child at Home: Practical Strategies to Help Your Child on the Spectrum Effectively Cope With Anxiety](#)
- [Anxiety in the Workplace - an online panel discussion](#)

Other Issues

- [A Discussion about Pornography](#)
- [Aging with Aspergers - A Panel Discussion](#)
- [Undue Influence: Cults and Predators](#)