

A Chronological and Comparative Examination of Traditional American Post-Secondary Institutions of Higher Learning Delivery of Instruction for College Students with Autism Spectrum Disorders

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Abstract : Post-secondary schools that provide specialized instruction for college students with special needs have been in existence for some time in the United States of America. Whether students experience learning disabilities, visual impairments, physical limitations, Autism Spectrum Disorders or any other issue that impacts their learning are able to attend universities that intentionally cater to their needs. While this selection of post-secondary education may be preferred by some students, other have sought a different experience. Over the last ten years, the number of students with Autism Spectrum Disorders (ASD) attending traditional universities in the United States of America has increased significantly. Students with ASD tend to select smaller, private institutions that appear to offer more personal attention and services. This paper will examine how traditional American universities are preparing for this relatively new group of students in their college classrooms. This paper will provide a brief historical timeline of access to university instruction for students with Autism Spectrum Disorders, and how and if students with ASD are received in colleges around the globe, and best research supported practices for success.

Keywords : autism spectrum disorders, access to learning, university instruction, accommodations

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