

School & College Selection Criteria Checklist for Students with Aspergers Syndrome (AS)

Name of School: _____ Date of Contact: _____

	☺ Necessities	☺☺ Niceties	☹ No-Nos
Campus	<input type="checkbox"/> Small campus <input type="checkbox"/> Easy to navigate <input type="checkbox"/> Low crime/violence/bullying <input type="checkbox"/> Calm atmosphere	<input type="checkbox"/> Clearly posted maps <input type="checkbox"/> Easy transitions <input type="checkbox"/> Anti-bullying/violence programs	<input type="checkbox"/> Large, confusing campus lay-out <input type="checkbox"/> Great distance from residence to classes, library, counseling services
Faculty & Staff	<input type="checkbox"/> Low faculty & staff to student ratio <input type="checkbox"/> Admissions personnel who can describe AS when asked	<input type="checkbox"/> <i>All</i> faculty and staff received training in AS (including support staff)	<input type="checkbox"/> No staff training in AS <input type="checkbox"/> Admissions personnel does not adequately describe AS <input type="checkbox"/> No other known AS students
Academic Program	<input type="checkbox"/> Program in area of special interest (niche utilization is critical) <input type="checkbox"/> Assigned advisor that meets on a regular basis who understands AS <input type="checkbox"/> Predictable daily routine, schedule <input type="checkbox"/> Clear, campus-wide policies and procedures	<input type="checkbox"/> Specific program for AS students <input type="checkbox"/> Demonstrated record of success with other AS students <input type="checkbox"/> Flexible programming with opportunities to individualize majors based on interest <input type="checkbox"/> Advisor with specific training in how to work with AS <input type="checkbox"/> Regular, systematic communication with parents <input type="checkbox"/> Courses on social skills & pragmatic language <input type="checkbox"/> Internship opportunities	<input type="checkbox"/> Inflexible requirements in areas of weakness <input type="checkbox"/> No or weak advisee system <input type="checkbox"/> Faculty who rely on teaching via group activities <input type="checkbox"/> Disorganized teaching <input type="checkbox"/> Limited focus on area of special interest
Counseling & Support Services	<input type="checkbox"/> Counseling available at no cost <input type="checkbox"/> Counselors who know how to work with students with AS <input type="checkbox"/> 504 accommodation procedures for students with AS <input type="checkbox"/> College or career counseling services <input type="checkbox"/> Tutoring available	<input type="checkbox"/> Strong disabilities services department - experience with AS <input type="checkbox"/> Counselors available 24 hours <input type="checkbox"/> Clinical psychologist on staff <input type="checkbox"/> Speech-language pathologist and occupational therapist available <input type="checkbox"/> Counselors work with residential staff to help support in dorms and with living skills <input type="checkbox"/> Coaching services	<input type="checkbox"/> Inexperienced disability services department <input type="checkbox"/> No 504 accommodations for students with AS <input type="checkbox"/> Counselors rarely available and inexperienced with AS
Technology	<input type="checkbox"/> Up-to-date, accessible technology	<input type="checkbox"/> Assistive technology, especially for writing	<input type="checkbox"/> Poor technology and no assistive technology
Recreation	<input type="checkbox"/> Structured, planned recreational activities (clubs, sports, trips)	<input type="checkbox"/> Assistance with creating social groups based on special interests <input type="checkbox"/> Non-competitive, non-team-based physical recreation	<input type="checkbox"/> No physical recreation except team-based, competitive sports
Student Population	<input type="checkbox"/> Low total student population – not crowded	<input type="checkbox"/> Diversity education programs <input type="checkbox"/> Other students with disabilities <input type="checkbox"/> Education on AS for peers	<input type="checkbox"/> Lack of diversity and tolerance <input type="checkbox"/> Too many students – feels crowded
Residence Life	<input type="checkbox"/> Freshman orientation that begins before classes start and runs throughout the year. <input type="checkbox"/> Some form of structure and support in dorms	<input type="checkbox"/> Assignment of high-status, sympathetic peer to assist in non-structured times <input type="checkbox"/> Assistance with hygiene and daily living skills	<input type="checkbox"/> Students seem on their own – no support in dorms for daily living <input type="checkbox"/> Dorms are loud, dirty, chaotic <input type="checkbox"/> Proximity to laundry and food services is too far