

Helping Hispanic/Latino Students with ASD Prepare for Postsecondary Education Success



10 Recommendations for Secondary Educators

Hispanic/Latino students with Autism Spectrum Disorders face barriers to enroll and succeed in postsecondary education programs. Secondary educators should take steps to assure that these students have access to the information, coursework and supports necessary to improve the likelihood of success. Here's what you can do to help:

1. Recognize the benefit of an ASD determination for students with ASD
2. Take advantage of the cultural social capital (*Familismo*) to promote postsecondary education by broadly providing information on programs, supports, financial resources and skills needed to the Hispanic/Latino community
3. Designate a bilingual "Ambassador" for parent support, and provide information for families in Spanish
4. Begin discussing postsecondary education much earlier, in middle grades or 9th grade at latest
5. Expand graduation pathways considered for Hispanic/Latino students with ASD
6. Promote Career and Technical Education (CTE) courses for Hispanic/Latino students with ASD
7. Provide 9th graders with information on the benefits of, and process for, deferring graduation, and review annually
8. Create transition IEPs that reflect required postsecondary education and needed transition skills
9. Link evidence-based instructional practices to non-academic outcomes for students with ASD, especially those receiving all coursework in general education classes
10. Collaborate with local postsecondary institutions to promote postsecondary education programs for Hispanic/Latino Students with ASD by offering a variety of recruitment formats

For more information, go to www.ucf-card.org/PSE



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