

Short Report: Educator Perspectives on the Postsecondary Transition Difficulties of Students with Autism

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Addressing the challenges of adolescents and emerging adults with Autism Spectrum Disorder (ASD) is crucial to improving the outcomes of these students in the college setting. Although high school and college educators and staff are critical to helping these students access services, there has been little investigation into the perspectives of this important stakeholder group, with respect to the needs of college students with ASD. A series of focus groups was conducted with high school and college educators, to understand educator perspectives related to the challenges faced by college students with ASD. Competence, autonomy and independence, and the development and sustainment of interpersonal relationships emerged as primary areas of difficulty and corresponding need. Results suggest that targeted interventions addressing these areas should be implemented, prior to and during enrollment in a college setting, to facilitate transition in a comprehensive manner.