



Autism Spectrum
Information Advice
and Meeting Point

Building an Inclusive Culture



FIONA FERRIS

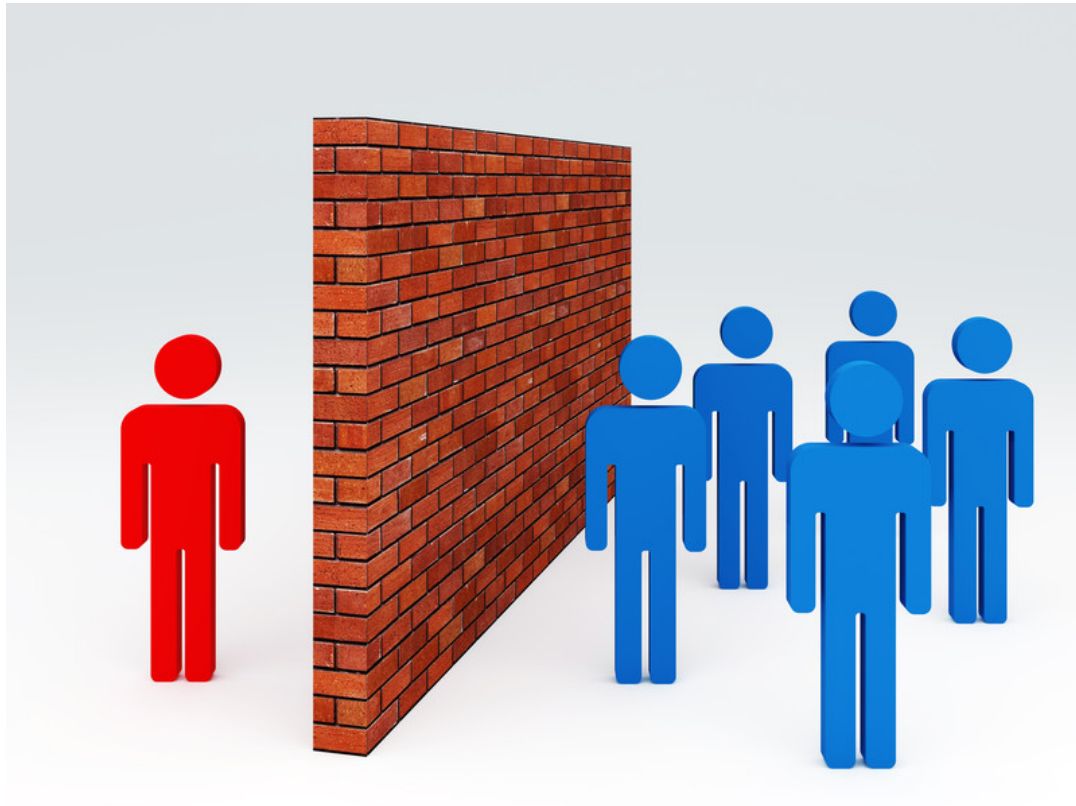
Deputy Chief Executive Officer
Early Years Specialist

✉ fiona@asiam.ie [@Fi_Ferris](https://twitter.com/Fi_Ferris)

🌐 www.asiam.ie



What are the barriers?



Communication

Sensory Environment

Predictability and Control

Sensory processing

Creating the world's first Accredited Autism-Friendly University



Findings of case study



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- 35% of students did not feel adequately supported
- 50% felt “lonely”
- A range of support beyond what was presently available was identified
- Stigma around the issue was significant – 54% had not disclosed their diagnosis and so received no support
- Only 20% felt adequately supported to transition to employment
- Gap between general student body attitudes towards autism and the experience of students
- Lack of knowledge / training / tools for staff
- Range of accessibility issues with the built environment
- Lots of good practice worldwide – no whole of campus approach to autism recorded anywhere

What can we do?



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- 🗨️ Consult, consult, consult.
- 🗨️ Access doesn't = inclusion.
- 🗨️ Don't just 'accommodate'.
- 🗨️ Learn from mistakes.
- 🗨️ Stay open to learning opportunities.
- 🗨️ Actively encourage autistic and neurodiverse contribution and participation.
- 🗨️ Ensure all elements of academic assessment set student up for success...



Marking Scheme for Oral Submissions

Stage	Requirements	Allocation of marks	
Introduction (20 marks)	Learners should start by introducing themselves and who they are representing. Learners should then introduce the arguments they are going to make.	1-3 marks Poor Understanding 4-6 marks Barely Adequate 7-9 marks Some understanding 10-13 marks Good understanding 14-17 marks Strong Performance 18-20 marks Exceptional performance	
Law Not Supporting Arguments (20 marks)	Learners should deal with law which does not support their case, and if possible try and say how their case differs from these cases.		
Law Supporting Arguments (20 marks)	Learners should then state the law supporting their arguments, in this section they should relate the law to the facts of the case.		
Conclusion (20 marks)	Learners should conclude by saying why the court should rule in their favour, and do this by summarising the arguments they have made.		
Formalities (10 marks)	Learners should address the examiner as Judge		(4 marks)
	Learners should dress as if you were attending court, i.e. smartly	(3 marks)	
	Learners should not interrupt the other speaker.	(3 marks)	
Communication (10 marks)	Preparation for presentation	(2 marks)	1 mark -Good 2 marks -Strong
	Logical approach to presentation	(2 marks)	
	Presentation skills	(2 marks)	
	Voice control	(2 marks)	
	Attention to individuals/eye contact	(2 marks)	



“How can I justify treating one person differently to the rest?”



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Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of “affirmative action”), thus producing equity.

Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.