
ABSTRACT

What are reasonable accommodations in college counseling for students with undiagnosed autism spectrum disorder?: A case study

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Although several previous studies have addressed the issue of reasonable accommodations for students with undiagnosed autism spectrum disorder (ASD), very little attention has been given to specific processes including psychological aspects and their effects on developmental tasks. This case study focuses on reasonable accommodations in college counseling for such students, emphasizing the importance of groundwork to build a relationship with the individual student, working through their developmental issues, and networking with relevant faculty members and staff. In our study, interactions between the student's ASD traits and developmental issues made the college counselor's task difficult. Although requesting reasonable accommodations to a college requires students with undiagnosed ASD to have self-understanding, to be aware of their problems, and to explain the support they require, the complexity of their issues makes this process difficult. To provide reasonable accommodations, coordination is crucial when discussing the nature of the disability and the severity of the burden.

Key Words: college counseling, reasonable accommodations, undiagnosed ASD, students, communication support
