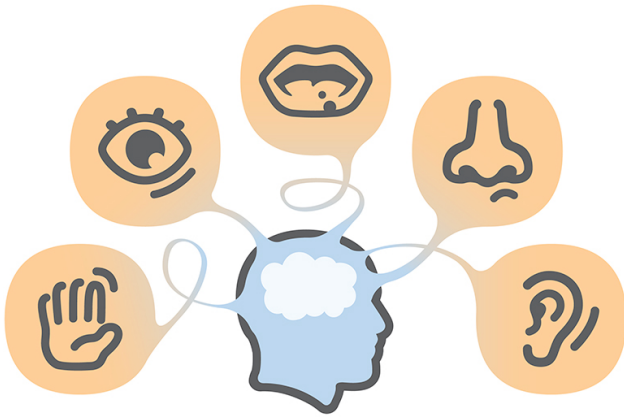


# Leading the Way: Enhancing Utah's Workforce with Neurodiversity

UNWP is improving the higher education experience and post-graduation employment success for neurodiverse individuals

## Working with Students with Autism or Similar Learning Styles

### Tips and Strategies for Advisors



#### Students may have strengths in these areas...

- intelligent
- passionate about area of interest
- pursue areas of interest with enthusiasm
- appear as "experts" in their area of interest
- think outside the box to solving problems
- good visual and spatial learners
- excellent memories
- strong attention to details and accuracy
- reliable; once expectations are established
- rule and routine oriented
- honest and loyal

#### Student may not disclose, but may have difficulties in these areas...

##### Social Communication

- maintaining eye contact
- monopolizing conversations or staying on topic
- navigating social situations & group work
- understanding sarcasm & abstract language



##### Executive Functioning

- asking for help
- initiating appointments or homework
- following through on assignments & other tasks
- time management
- planning out course schedules
- multi-tasking



##### Sensory Behavioral

- high anxiety
- ritualistic & repetitive behaviors
- adjusting to change
- appear preoccupied with certain subjects/narrow focus
- heightened sensitivity to sensory input



# “REMEMBER YOU DON’T HAVE TO SOLVE THEIR PROBLEMS, BUT HELP THEM FIND THE RESOURCES THEY NEED.” – ACADEMIC ADVISOR

**1**

## PREPARING FOR APPOINTMENT

**Send students outline:** what to expect in appointment including questions & expectations

**Send students reminders:** appointment time & location using multiple mediums

**Print hard copies of important documents:** class schedules, calendars, & flow charts

**Minimize sensory stimulators:** fragrances, flashing lights, & noise

**2**

## DURING APPOINTMENT

**Use clear, unambiguous language** (spoken & written)

**Check for understanding**

**Provide step-by-step directions** for basic processes

**Written information** for students to refer back to

**Identity & focus** on the student’s strengths

**Help student identify & schedule good matches** in courses

**Use accommodations** or disability services

**Discuss scenarios** students may run into with professors:

**3**

## AFTER APPOINTMENT

**Maintain consistency** whenever possible

**Send student follow-up** with detailed summary of the appoint with next steps outlined

**Initiate email introductions** with professors or campus supports

**Set regular check-in** appointments or email check-ins to help ensure success

**Remind student of important dates** throughout the semester, including drop dates via email

**Suggest additional resources** on campus

## RESOURCES FOR STUDENTS WITH AUTISM

Center for Disability and Access:

<http://disability.utah.edu>

Center for Student Wellness:

<http://wellness.utah.edu/>

University Counseling Center:

<http://counselingcenter.utah.edu/>

University Neuropsychiatric Institute: \_

<https://healthcare.utah.edu/uni/>

TRIO:

<https://trio.utah.edu/>

Student involvement:

<https://asuu.utah.edu/>

Contact us @ [UtahNWP@gmail.com](mailto:UtahNWP@gmail.com)

Visit us @ [UNWP.utah.edu](http://UNWP.utah.edu)