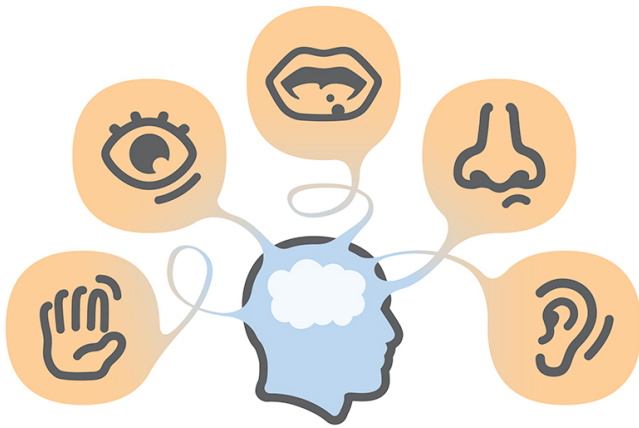


Leading the Way: Enhancing Utah's Workforce with Neurodiversity

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 Faculty and Staff



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 classroom discussions 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
- conceptualizing their course progress
- multi-tasking



Sensory Behavioral

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



“TEACHING STRATEGIES USEFUL FOR STUDENTS WITH AUTISM MAY BE USEFUL FOR EVERYONE.”

1

FIRST DAY OF CLASS

Set boundaries & classroom expectation regarding classroom policies

Provide clear, detailed information (oral & written) about course structure, assignment & assessment requirements

Clear & concise syllabus with clear due dates & times, how, when, & where students can contact or meet you

Clearly refer to accommodations statement in syllabus

Develop a consistent & predictable classroom environment whenever possible

2

DURING CLASS

Use clear, unambiguous language (spoken & written)

For group work, **assign & create groups** identifying students roles

Maintain a structured teaching style when possible

Give advance notice of changes in schedules

Remind students of important dates throughout the semester

Remind & prompt students of classroom expectations

Identify & focus on the student's strengths

Minimize sensory stimulators such as fragrances, flashing lights, & noise

3

OUTSIDE OF CLASS

If you notice a student is **struggling**, schedule a meeting with the student

If necessary, **remind student of contact boundaries**

Give prompt feedback throughout the semester

Check for understanding

Provide written information for students to refer back to

Use accommodations or disability services

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

Visit us @ UNWP.utah.edu