



WORKING WITH STUDENTS ON THE AUTISM SPECTRUM

Tips and Strategies for Faculty and Staff

Teaching Strategies Useful for Students on the Spectrum May Be Useful for Everyone

First Day of Class

- Set boundaries and classroom expectations regarding classroom policies
- Provide clear, detailed information (both oral and written) about course structure, assignment and assessment requirements
- Provide clear and concise syllabus with clear deadlines as well as information about how, when and where a student can contact or meet you
- Clearly refer to accommodations statement in syllabus
- Develop a consistent and predictable classroom environment whenever possible

During Class

- Use clear, unambiguous language (both oral and written)
- For group work, assign and create groups in which student roles are identified
- Maintain a structured teaching style when possible
- Give advance notice of changes in course schedule
- Remind students of important dates throughout the semester
- Remind and prompt students about classroom expectations
- Identify and focus on the student's strengths
- Minimize sensory stimulators such as fragrances, flashing lights and noise

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 reference
- Utilize accommodations and articulate any questions to the Office of Disability Services
- Suggest additional resources on campus

Students may have the following strengths:

- Passion and knowledge about area of interest
- Ability to think outside the box to solve problems
- Heightened emphasis on visual and spatial learning
- Excellent memory
- Strong attention to details
- Reliability, once expectations are established
- Rule and routine-oriented
- Honesty and loyalty

Though students may not disclose, they may have the following difficulties:

Communication

- Maintaining eye contact
- Monopolizing classroom discussions
- Staying on topic
- Navigating social situations and group work
- Understanding sarcasm and abstract language

Executive Function

- Asking for help
- Initiating appointments or homework
- Following through on assignments and other tasks
- Managing their time
- Conceptualizing their course progress
- Multitasking

Sensory Behavioral

- Navigating circumstances that produce increased anxiety
- Adjusting to change
- Appearing preoccupied with certain subjects and narrow focus
- Managing their heightened sensitivity to sensory input
- Participating in ritualistic and repetitive behaviors

Resources for Students on the Spectrum

Office of Disability Services

marquette.edu/disability-services/

Student Wellness Center

marquette.edu/wellness/students/

Counseling Center

marquette.edu/counseling/

Campus Programming

marquette.edu/student-development/

Campus Ministry

marquette.edu/cm/

Contact us at oym@marquette.edu

Visit us at marquette.edu/disability-services/on-your-marq/



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