Neurodiverse Students – Discussion Group Notes

1. General strategies
   1. With anxiety-related Autism Spectrum Disorder
      1. Approaching student may increase their anxiety
      2. Ask the student if you can explain their condition to the class, then ask what and how the student would like their condition to be explained
      3. Ask the student what you can do to aid them
   2. Make students aware of:
      1. Basic provisions of the Americans with Disabilities Act and related laws to help individuals with challenges in education and the workplace
      2. College services for students with disabilities or with learning challenges and with how they can access these services – put this information in the syllabus
   3. Partner with the college disability/assistive services office – they can suggest strategies for working with and aiding the student
2. Instruction
   1. Increase contact time with the student – as much as you can afford
   2. Communicate to the disability/assistive services office that a note taker is needed
   3. Language issues may be similar to English language learners, that is, written communication may be more effective than verbal communication
   4. Organize information in outline form
   5. Provide specific information and directions