

Tips for Faculty to Help Students

Working with all students

- Take time to learn about each student
- You do not have to act differently around students with disabilities
- Be proactive when dealing with student concerns and complaints
- Make assignments clear and check with the student to see if they understand
- If students look confused, not taking notes, not speaking during class discussions, not asking questions, ask if they need your help.
- If concerns arise seek out assistance when you need it. Student Accessibility Services is here to help!

Working with students with ADHD/ADD

- Provide extra warnings before transitions and changes in routines
- Let the student have flexibility in presenting what they have learned
- Try to use shorter (in duration) assignments, when applicable
- Allow breaks within class time and encourage movement

Working with students with dyslexia

- Provide auditory and written instructions
- Allow for some extra time before answering a question, present a question then pause or come back to the student after they have had time to think
- Grade students on the content that needs to be mastered, not on things like spelling or reading fluency.
- Post visual schedules of tasks that need to be completed
- Allow for partnering up for in-class activities—one student writes while the other speaks, or they share the writing

Working with students with Autism Spectrum Disorder

- Give students time to respond. Stepping away from the topic and checking back in 10-15 minutes
- Understand students' sensitivity to sounds, tastes, smells, sights, and tactile sensations, and try to limit these stressors when possible
- Speak with the student about the stress signals he/she experiences is important, students may need an outlet
- Consider allowing students to relate classroom concepts to their own interests

Working with students with hearing impairments

- During class discussions, if possible, have students sit in a circle so the student can see the mouth of the person who's speaking
- Using captions for videos and movies
- Address the student by name when you talk to them
- Keep background noise to a minimum

Working with students with visual impairments

- Provide electronic copies of hand-outs
- Allow for audio-recording
- Be aware of the effect of lighting and reflections on white-boards.
- Give verbal description of visual aids/ writing on the whiteboard/ PowerPoint slides, and spell aloud difficult words or names if applicable
- Talk through calculations or procedures as they are carried out.
- Don't gesture, always verbalize, ex: "The ball is next to the door" instead of "The ball is over there"
- Use high contrast in presentations, think bold, big and simple design

Working with students with health-related disabilities

- Recording the lectures is beneficial as students may have unexpected absences
- Pair students up for group projects as those with frequent absences may feel social and academic isolation
- Make expectations clear those with frequent absences maybe unsure which level to present their work
- Break down large projects into smaller assignments

Working with students with mobility/psychical disabilities

- Make eye contact to include students who may have limited mobility in their upper body in class discussions
- Be considerate of tardiness, students may be coming from across campus
- Keep classroom or office tidy to minimize tripping hazard
- When meeting outside of the typical classroom keep accessibility in mind
- Students may tire easily, in-case of long periods of standing they may need to sit
- Provide notes prior to class for those who might have inability to write using a pen or reduced writing speed

For More In-Depth Resources

<https://teachingcenter.wustl.edu/resources/course-design/tips-for-faculty-teaching-for-the-first-time/>

<https://www.cdc.gov/ncbddd/adhd/school-success.html>

<https://www.understood.org/en/school-learning/partnering-with-children-school/instructional-strategies/at-a-glance-classroom-accommodations-for-dyslexia>

<https://www.kent.edu/diversity/faculty-tips-effectively-teaching-students-diagnosed-autism-spectrum-disorder>

<https://chchearing.org/blog/tips-for-teachers-of-students-with-hearing-loss/>

<https://www.weareteachers.com/teaching-blind-students-visually-impaired/>

<https://www.adcet.edu.au/inclusive-teaching/specific-disabilities/>