**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-childs-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/