

What students with autism bring to the classroom

- Attention to detail
- Extensive knowledge and advanced skills in high interest areas
- Direct communication
- Tendency to be very logical
- Unique perspectives

ONLINE RESOURCES

Ohio Center for Autism and Low Incidence:

ocali.org/project/learn_about_asd/page/autism_characteristics

How to Teach Students on the Autism Spectrum:

www.umassd.edu/dss/resources/facultystaff/howtoteachandaccommodate/howtoteachautismspectrum/

Students with Autism in the College Classroom:

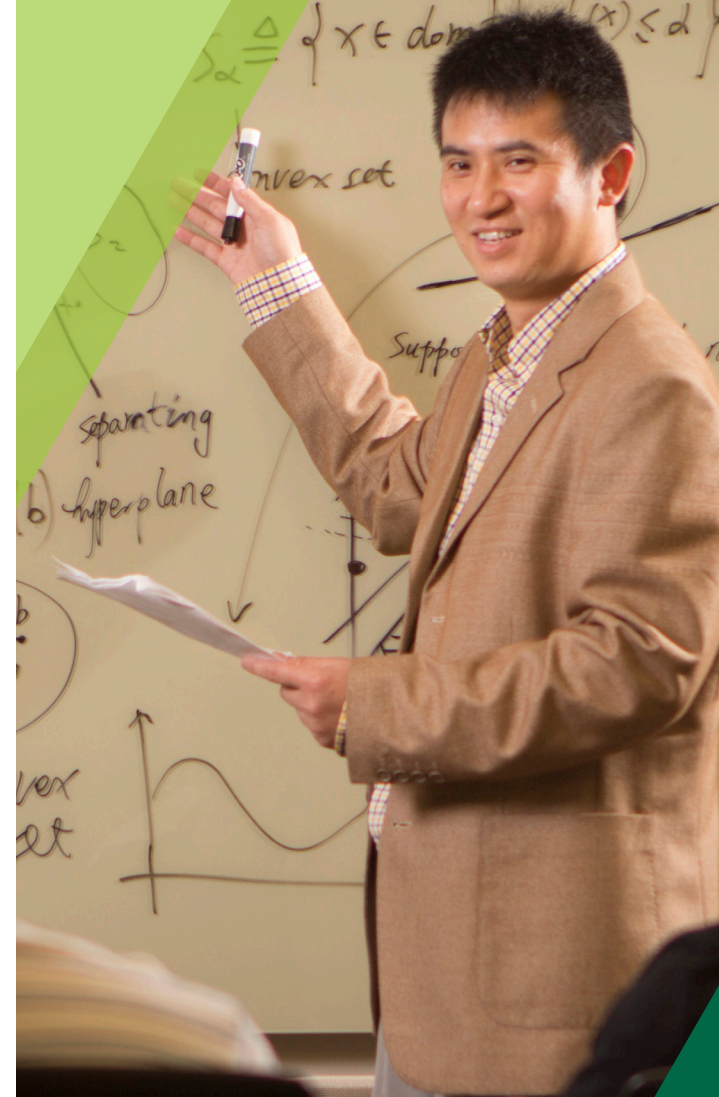
<http://heath.gwu.edu/students-autism-college-classroom>

HAVE QUESTIONS?

Our professionals are ready to assist you as needed. Stop by or contact us at:

Students with Disabilities Services
4202 E. Fowler Avenue, SVC 1133
Tampa, FL 33620
(813) 974-4309
usf.edu/sds

FACULTY GUIDE TO AUTISM



USF STUDENT AFFAIRS
& STUDENT SUCCESS
UNIVERSITY OF SOUTH FLORIDA

STUDENTS WITH
DISABILITIES SERVICES

WHAT IS AUTISM?

Autism spectrum disorder, sometimes called autism or ASD, is a developmental disorder characterized by social and communication differences and restricted, repetitive, or stereotyped behavior.

You may observe **social differences** in numerous ways, including lack of eye contact, no perception of others' personal space, or little or no social interaction.

Communication differences may be observed in the literal interpretation of words, repetition of words or phrases, and problems understanding nonverbal communication, such as body language or facial expression.

When teaching a student with autism, you may observe many **behavior differences**. Students with autism may insist on maintaining a routine and oppose changes to patterns or schedules. You may occasionally observe an outburst (usually verbal) in response to a trigger (i.e. change in routine or social isolation/degradation). An individual with autism may have stereotyped behaviors like rocking or flapping.

AUTISM IN THE CLASSROOM

A student with autism may:	What you can do:
Have difficulties understanding social rules (i.e. talk too much or at inappropriate times).	Be explicit about social expectations and set boundaries (i.e. remind the student to raise his/her hand and wait to be acknowledged before contributing to the lecture).
Not understand or display appropriate body language.	Be direct! Do not rely on body language or innuendo to communicate with the student.
Be very concrete or literal.	Avoid the use of idioms without explanation.
Have difficulty initiating contact.	Give students multiple methods for contacting you.
Fixate on small details and not see the big picture.	Repeat the main idea multiple times.
Have difficulty transitioning or acclimating to changes in schedule.	Give warning in written and verbal formats prior to a schedule change.
Not give verbal or visual indication that (s)he understands what you are saying.	Give instruction or class lectures in verbal and visual formats.

