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:
www.ocali.org/project/learn_about_asd/page/autism_characteristics

How to Teach Students on the Autism Spectrum:
www.umassd.edu/dss/

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
**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.

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**AUTISM IN THE CLASSROOM**

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