

How to Support Neurodiverse Students at Duke University

Set the Stage for Success



- Provide clear expectations.
- Orient to Classroom Rules using language that is concrete and direct.
- Consider making syllabus/materials available in advance.

Tips for the Classroom



- Provide written directions when making any changes.
- Consider providing instructions via multiple methods (verbal, written, visuals).
- Consider alternatives to group work or provide clearly defined roles within the group.
- Encourage students to get support with study skills, particularly organizational skills.

1:1 communication



- Consider requesting a follow up email to ensure agreement.
- Reduce use of sarcasm, idiom, metaphor.
- Don't use absolute words such as "always" or "never" unless that is exactly what you mean.

Environment



- Create an environment that encourages students to voice needs proactively.
- Be aware that sensory overstimulation may affect students (noisy labs, fluorescent lighting).

Utilize resources on campus



- Neurodiversity Connections (neurodiversity@duke.edu)
- Academic Resource Center
- DukeReach
- CAPS